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ABSTRACT

The annotated bibliography on research concerning educable mentally handicapped (EMR) children and adolescents contains approximately 100 abstracts and associated indexing information for documents, published from 1964 through 1973, which have been selected from the computer file of the Information Center of the Council for Exceptional Children. It is explained that the abstracts are chosen according to criteria of availability of document to user, current applicability, information value, author reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included for identification of abstract parts), how to use the author and subject indexes, how to order documents through the ERIC Document Reproduction Service (EDRS), and how to order "Exceptional Child Education Abstracts" in which the abstracts are originally published. Also provided are a list of terms searched to compile the bibliography and a list of journals from which articles were abstracted. References included treat of aspects such as effects of special class placement on EMR children's self concept of ability, mathematics curriculum findings, and learning potential. (MC)

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EDUCABLE MENTALLY HANDICAPPED–RESEARCH

A Selective Bibliography

November, 1973

CEC Information Center on Exceptional Children
ERIC Clearinghouse on Handicapped and Gifted Children
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Exceptional Child Bibliography Series No. 622

EC 061508

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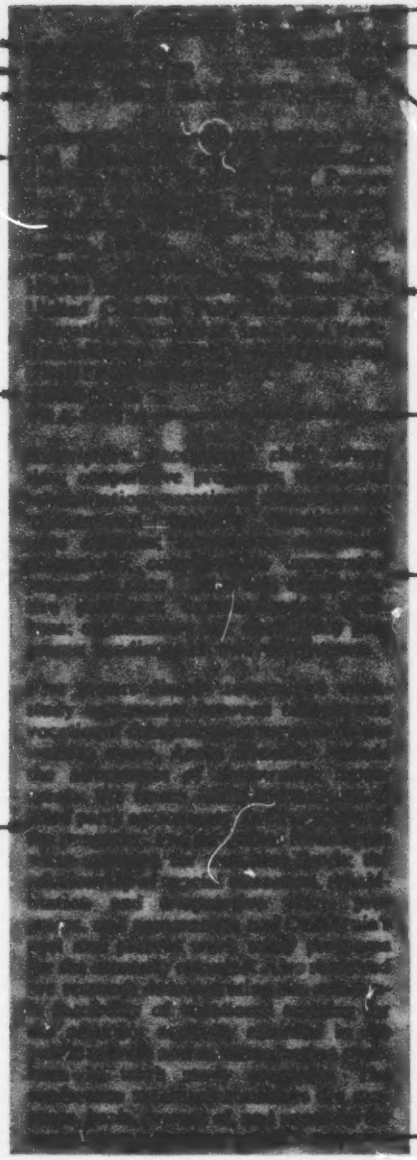

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Summary

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INDEXING TERMS SEARCHED

Indexing terms used to retrieve information on *Educable Mentally Handicapped Research* from the Center's computer file of abstracts are listed alphabetically below:

Educable Mentally Handicapped
Exceptional Child Research

JOURNALS USED

Abstracts of articles from the following periodicals appear in this bibliography:

American Journal of Mental Deficiency, 49 Sheridan Avenue, Albany, New York 12210

Education and Training of the Mentally Retarded, Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

Exceptional Children, Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

Journal of Educational Research, 2018 N. Sherman Avenue, Box 1605, Madison, Wisconsin 53701

Journal of School Psychology, 51 Riverside Avenue, Westport, Connecticut 06880

Mental Retardation, American Association on Mental Deficiency, 5201 Connecticut Avenue, N.W., Washington, D.C. 20015

TEACHING Exceptional Children, Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

The abstracts in this bibliography were selected from *Exceptional Child Education Abstracts*, Volumes I-V, No. 1.

ABSTRACTS

ABSTRACT 10622

EC 01 0622 ED 024 182
Publ. Date Nov 67 134p.
Taylor, Lloyd A.
The Development of the Social Concept Group Among Mentally Retarded Children. Final Report.
Phillips University, Enid, Oklahoma
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEG-4-7-078020-2091
BR-7-8020

Descriptors: exceptional child research; mentally handicapped; cognitive processes; environmental influences; child development; role perception; intergroup relations; abstract reasoning; concept formation; family environment; institutionalized (persons); educable mentally handicapped; intelligence; social development; groups; group structure; social structure; decision making; group dynamics; Aprasia

Mentally retarded children were studied for their conceptual development and movement from the ability to preceive persons as separate entities but not in significant interaction (aprasia) to group activity. A quasi-projection technique was used to test six groups of 20 boys each, including institutionalized and family-based normals (aged 6 and 12) and retardates (aged 12, with IQ's to 65 and mental ages 6 to 7). Each child analyzed one group and then synthesized another in the settings of home, play, work, and school to solve a problem. Evaluation considered whether the following group characteristics were present and how abstract they were: the identifiable unit, social structure, role behavior, reciprocal relations, normative behavior, common interests, common goals, and continuity. Results indicated a greater incidence and degree of aprasia among retardates than normals of the same chronological age, and a greater degree among the institutionalized than those in a family setting in comparable groups (p equals .001 for both); little or no difference between retardates and normals of the same mental age; more difficulty in synthesizing than in analyzing a similar situation (p equals .02 to .001); and poorer scoring on comprehension of role, normative behavior, and identification. (Author/SN)

ABSTRACT 10815

EC 01 0815 ED 025 883
Publ. Date 31 Aug 68 105p.
Neisworth, John T. and Others
Influences of an Advance Organizer on the Verbal Learning and Retention of Educable Mental Retardates; A Comparison of Educable Mentally Retarded and Intellectually Normal Performances. Final Report.
Delaware University, Newark
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEG-1-6-06122-1570
BR-6-2122

Descriptors: exceptional child research; mentally handicapped; learning; teaching methods; cognitive processes; educable mentally handicapped; average students; verbal learning; retention; retention studies; learning processes; learning characteristics; reading level; intelligence level; learning theories; intelligence differences

Two introductory passages, one regular passage, and one experimental advance organizer passage developed to facilitate initial learning were assigned to normal and retarded children. The subjects were 184 normal 8-year-olds (controls' mean IQ 118.00, organizers' 118.80) and 184 educable mentally retarded 15-year-olds (EMR controls' mean IQ 74.85, organizers' 76.06). No student had a reading level below 3.5 and the means for all groups exceeded 4.0 grade equivalents. All then studied a learning passage and responded to an achievement test which was readministered 2 weeks later. Normal organizer exceeded normal control performances on both immediate and delayed retention measures (p less than .05) but no significant differences between EMR organizer and control groups were found on either retention measure. It was speculated that the EMR-normal differences other than reading achievement and mental age were responsible for the differential utility of the advance organizer. Instructional practice in EMR classes, emphasizing concrete to abstract and specific to general subject matter sequencing, was suggested as antagonistic to advance organizer strategy and possibly responsible for the results. (Author/JD)

ABSTRACT 11033

EC 01 1033 ED N.A.
Publ. Date Nov 67 6p.
Rainey, Dan S.; Kelly, Francis J.
An Evaluation of a Programed Textbook with Educable Mentally Retarded Children.
Southern Illinois University, Carbondale
EDRS not available
Exceptional Children; V34 N3 P169-74 Nov 1967

Descriptors: exceptional child research; mentally handicapped; mathematics; teaching methods; programed instruction; achievement; educable mentally handicapped; rote learning; number concepts; division; multiplication; small group instruction; reinforcement; failure factors; teaching machines; reading achievement; sex differences; visual learning

Educable mentally handicapped children in public school special classes (mean IQ 65, mean chronological age 14) participated in a study to evaluate three arithmetic teaching methods: 20 received the TMI Grolier Multiplication and Division Facts Program; 26, a teacher made program using the rote approach; and 36, a teacher made program using the understanding approach. Each group received arithmetic instruction 1 hour daily for 4 weeks. A multivariate analysis of variance was used to assess the relative effectiveness of the several treatments. Results for three groups of females indicate that for those with reading grade scores above 2.3, the programed instruction was more effective than rote or understanding procedures (p less than .02). The understanding group showed a negative relationship between reading level and posttest arithmetic reasoning scores while the rote group scored significantly higher in division (p less than .00005). No treatment differences were found for multiplication. (AP)

ABSTRACT 11325

EC 01 1325 ED 024 160
Publ. Date 66 178p.
Towne, Richard C.; Joiner, Lee M.
The Effect of Special Class Placement on the Self-Concept of Ability of the Educable Mentally Retarded Child.
Michigan State University, East Lansing, College of Education
Office of Education (DHEW), Washington, D. C., Division of Handicapped Children and Youth
EDRS mf,hc
OEG-32-32-0410-6001

Descriptors: exceptional child research; mentally handicapped; achievement; attitudes; environmental influences; self concept; educable mentally handicapped; academic achievement; socioeconomic status; social influences; teacher influence; self evaluation; special classes; parent influence; sex differences; student attitudes; rural urban differences; academic aspiration; student placement; ability

The effect of special class placement on the self concept of ability was studied in 62 educable mentally handicapped students (mean age 11.6). Six observations were made in a time design series using scales of self concept of ability and academic aspirations and expectations, tests of significant and academic significant others, and a class evaluation questionnaire. On self concept of ability, results manifested a quadratic trend in scores; little variation in trends of means between high and low socioeconomic status of male and female groups; and pronounced variation between older and younger, and rural and urban groups, and among groups constructed on the basis of high, medium, and low initial scores on the scale. No downward linear trend occurred in academic aspirations or expectations and no changes resulted in affective orientation to the special class, in the proportion of subjects choosing the special class, or in significant others

named (except for teachers). Also noted were a high degree of correspondence between significant and academic significant others named by the subjects and by members of a regular class; an increase in the proportion of subjects naming teachers as significant others (p less than .05); and, except for teachers, parents, and local adults who increased in proportion of mention (p less than .05), overall high agreement in academic significant others named. (JD)

ABSTRACT 11345

EC 01 1345 ED 003 276
Publ. Date Jan 64 266p.
Peck, John R. and Others
Success of Young Adult Male Retardates.
Texas University, Austin
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
CRP-1533

Descriptors: exceptional child research; mentally handicapped; achievement; tests; educable mentally handicapped; predictive validity; student characteristics; student motivation; academic achievement; comparative analysis; factor analysis; youth programs; personality; training; males; young adults; questionnaires

The habilitation of educable mentally retarded (EMR) youth was studied to determine the effectiveness of predictor variables. Tests and interviews by questionnaires were made on five groups of youths with 25 in each group. Data were analyzed to determine the relative weights of each variable and measure. Differences among the experimental groups were tested and comparisons made with the control sample. Conclusions were the following: personality aspects were interrelated; measures of personality and cognitive attributes were valid predictors of success; and EMR youths participating in a training program achieved and were more successful than those who had little or no training. Recommendations were made to modify the battery of predictor instruments for screening use and explore the relationship between character development and success. (RS)

ABSTRACT 11502

EC 01 1502 ED 029 403
Publ. Date 30 Sep 67 78p.
Howe, Clifford E
A Comparison of Mentally Retarded High School Students in Work Study Versus Traditional Programs; The Effects of Off-Campus Placement. Final Report.
Long Beach Unified School District, California
Office of Education (DHEW), Washington, D. C., Bureau of Education for the Handicapped
EDRS mf,hc
OEG-4-6-068148-1556
BR-6-8148

Descriptors: exceptional child research; mentally handicapped; work experience; adjustment (to environment); followup studies; educable mentally handicapped; behavior rating scales; salaries; occupations; marital status; unemployed; vocational adjustment; minority groups; vocational education; interviews; case studies (education); individual characteristics; vocational followup

The purpose of this study was to compare the postschool adjustment of educable mentally retarded students having off campus work experience with a contrast group without school sponsored placement and supervision on jobs in the community. The major hypothesis in the investigation was that among educable mentally retarded youths who are enrolled in special classes at the senior high level, those who are engaged in off campus work under supervision of the school will make better community adjustments as adults, than will similar youths who are not engaged in off campus work. Personal interviews were conducted with 68 former students, 2 to 4 years after they had terminated their high school careers. These adults were then rated by several persons as to the adequacy of their adult adjustment. Major findings were as follows: approximately 85% of both groups were gainfully employed, the group without off campus work experience was achieving as well as the group who had received off campus work placement and supervision, and the unemployed in both groups tended to be those who were multiply handicapped or tested near the bottom of the IQ range of the group. (Author)

ABSTRACT 11662

EC 01 1662 ED 003 176
Publ. Date 29 Feb 64 370p.
Blackman, Leonard S. and Others
The Development and Evaluation of a Curriculum for Educable Mental Retardates Utilizing Self-Instructor Devices for Teaching Machines.
Edward R. Johnstone Training and Research Center
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEG-7-28-073 NDEA-VII A-368

Descriptors: exceptional child research; mentally handicapped; curriculum; programed instruction; programed materials; instructional technology; skill development; adolescents; autoinstructional aids; curriculum development; curriculum evaluation; educable mentally handicapped; program evaluation; instructional programs; teaching machines

An evaluation of self instructional devices in the classroom and the related psychological research is presented. Part I covers phases of machine and program development, a review of relevant literature, and the major experiment. Educable mentally retarded 14-year-olds were selected and divided into two groups. The experimental group consisted of 19 persons and the control group of 17. Both groups were tested at the beginning and end of the year. The experimental group receitxd programed instruction, and the control group was taught conventionally. Analysis of the data showed negative results in the effectiveness of machine instruction skill development with the exception of one arithmetic measure. Further research was encouraged to study the psychological properties of school tasks. Part 2 includes theoretical statements and literature surveys. (RS)

ABSTRACT 12034

EC 01 2034 ED 003 087
Publ. Date 65 286p.
Lema, David E.
The Effect of Institutional Living on the Values of Mentally Handicapped, Delinquent, Adolescent Boys.
Syracuse University, New York, Research Institute
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEC-5-10-400
BR-5-8117

Descriptors: exceptional child research; mentally handicapped; delinquency; environmental influences; values; educable mentally handicapped; delinquent behavior; corrective institutions; institutional environment; Negro youth; comparative analysis; social values; males; adolescents; social relations

The social interaction in an institution was studied to determine its influence on value-belief preferences of members of a specific group. A sample of about 58 mentally handicapped, delinquent boys ranging in age from 12 to 16 years was selected. The selection was based on time in residence, intelligence scores, etiological classification, and socioeconomic level. Groupings were made for analysis as a total sample, and by institution, race, age, and time in residence. The instruments used to measure value-beliefs were the personal and impersonal values, ethical, moral, and social (VEMS). Results derived from analysis and comparisons showed that no significant differences were found in the value-beliefs of the subjects related to time in residence. The evidence also suggested that little emphasis is placed on teaching values in the institutions. Research is needed to generalize in specific aspects of the institutional environment. (RS)

ABSTRACT 21263

EC 02 1263 ED N.A.
Publ. Date Mar 70 6p.
Strauch, James D.
Social Contact as a Variable in the Expressed Attitudes of Normal Adolescents Toward EMR Pupils.
Exceptional Children; V36 N7 P495-500 Mar 1970

Descriptors: exceptional child research; attitudes; mentally handicapped; educable mentally handicapped; peer acceptance; attitude tests; stereotypes; social relations

A semantic differential was administered to compare the expressed attitudes of 62 normal adolescents who had considerable school contact with EMR pupils with attitudes of 62 normal adolescents who had

not experienced such school contact. An analysis of variance indicated there was significant social contact effect at the .05 level. In a followup test, the social contact effect was found to be accounted for primarily by the expressed attitudes toward the concept of normal people. Suggestions are presented on how to promote attitude change among normal pupils toward the mentally retarded and other handicapped groups. (Author)

ABSTRACT 21265

EC 02 1265 ED N.A.
Publ. Date Mar 70 11p.
Rarick, G. Lawrence and Others
The Physical Fitness and Motor Performance of Educable Mentally Retarded Children.
Exceptional Children; V36 N7 P609-19 Mar 1970

Descriptors: exceptional child research; mentally handicapped; physical fitness; educable mentally handicapped; sex differences; motor development; psychomotor skills; testing; intelligence level; AAHPER Physical Fitness Tests

A modification of the AAHPER Youth Physical Fitness Test was administered to a national sample of 4,235 educable retarded boys and girls, ages 8 to 18 years. Age changes in performance followed essentially the same trends as in normal children, although the retarded of both sexes were substantially behind standards on normal children. Sex differences in performance of the retarded were similar to those noted in normal children, the boys showing superiority in all tests at all ages. Intercorrelations among the test items were low for both sexes at all age levels and of approximately the same magnitude as in children of normal intelligence. (Author)

ABSTRACT 21511

EC 02 1511 ED 030 755
Publ. Date Jan 68 48p.
On-The-Job Training Program, Educable Mentally Retarded. Final Report.

School District Number 25, Pocatello, Idaho
Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; demonstration projects; educable mentally handicapped; on the job training; program descriptions; records (forms); vocational education; work study programs

School training and vocational services were combined into a program designed to demonstrate that educable mentally retarded students could develop well rounded working habits that would mutually benefit them and the community. On-the-job training was used as a demonstration of the practical use of academic, social, and vocational skills learned in the classroom. Classroom work was individualized to the work experience of the student in order to develop skills and attitudes necessary for a successful employment, good citizenship, and worthwhile use of leisure time. Work experience programs 1 to 2 hours of each school day were provided within the public school setting for students below the age of 16. Upon reaching the age of 16 students were placed in the community and worked from 3 to 4 hours per day. Findings indicate that the IQ score by itself was inadequate as an indicator of job capabilities. The performance area of the psychological examination proved to be more reliable in this respect than did the verbal area in the overall IQ score. During the 3-years of operation, job placement was accomplished for 12, 18, and 19 students respectively. Information on types of occupations and project dropouts is appended. (CH)

ABSTRACT 21851

EC 02 1851 ED N.A.
Publ. Date May 70 2p.
Flynn, Tim M.; Flynn, Lynda A.
The Effect of a Parttime Special Education Program on the Adjustment of EMR Students.
EDRS not available
Exceptional Children; V36 N9 P680-1 May 1970

Descriptors: exceptional child research; mentally handicapped; program evaluation; educable mentally handicapped; social adjustment; regular class placement; special programs; tutoring; personal adjustment; program effectiveness

To determine if the personal and social adjustment of educable mentally retarded students in a regular elementary class is improved by placement in a parttime special education program, an evaluation was made on a program consisting of a daily supplemental 45 minute class period of small group and individual tutoring. Results indicated no significant difference between special class and nonspecial class students on performance on the School Adjustment Scale, and showed a significantly greater percentage (p less than .01) of non-special class students than special class students being promoted to the next grade at the end of the school year. (RD)

ABSTRACT 22729

EC 02 2729 ED 039 671
Publ. Date 67 19p.
Fait, Hollis F.
Physical Fitness Test Battery for Mentally Retarded Children (Trainable and Educable).
Connecticut University, Storrs
Joseph P. Kennedy, Jr. Foundation, Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; physical fitness; physical education; testing; educable mentally handicapped; trainable mentally handicapped; tests

A physical fitness test battery for educable and trainable mentally handicapped children is presented. Instructions are given for administering the test; descriptions are given of the seven test items, including the 25 yard run, bent arm hang, leg lift, static balance, thrust, and 300 yard run-walk. Rationale for the items and factors in determining the tests are reviewed; a score card is appended. (JD)

ABSTRACT 22736

EC 02 2736 ED 039 678
Publ. Date Nov 69 73p.
Copple, C. Rockne and Others
Habilitation of Rural Educable Mentally Retarded Adolescents: A Handbook for Educators.
Eastern Montana College, Billings
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEG-0-9-362020-0790(032)
BR-36-2020

Descriptors: exceptional child research; mentally handicapped; rural education; educational needs; educational programs; educable mentally handicapped; individual characteristics; vocational education; parent attitudes; administrator attitudes; counselor attitudes; student attitudes; consultants; cocurricular activities; individual development; Montana

A study was made of 20 rural high schools with enrollments of less than 110 and with an educable mentally handicapped student currently enrolled. Administrators, counselors, the educable students, and their parents were interviewed to determine provisions made for these students. In addition, the interviewers were concerned with what these people thought could be included in the school curriculum. These current and conceivable practices were submitted to six special education experts who rated them as to suitability. Each of the experts in turn composed a list of suggested practices in the areas of intellectual, social, emotional, moral, physical, and occupational development. These lists were submitted to parents who rated them on the basis of feasibility. (Author)

ABSTRACT 22739

EC 02 2739 ED 039 681
Publ. Date Jan 70 88p.
Feffer, Melvin
Role-Taking Behavior in the Mentally Retarded.
Yeshiva University, New York, New York
Office of Education (DHEW), Washington, D. C., Bureau of Education for the Handicapped
EDRS mf,hc
OEG-0-9-422029-0716(032)
BR-42-2029

Descriptors: exceptional child research; mentally handicapped; role playing; projective tests; behavior development; educable mentally handicapped; intelligence differences; cognitive development; social development; interpersonal relationship; test construction; Role Taking Task

A projective role taking task (RTT) was revised with respect to procedure and scoring categories for use with the mentally retarded. The revised RTT was administered to 123 educables. Results indicated significant associations between mental age and various indices of the

retardates' role taking behavior. These associations remained significant when chronological age was controlled. Also, both interjudge agreement and test reliability met levels established in previous studies of intellectually normal individuals. It was concluded, therefore, that the revised RTT was both reliable and valid with the retarded and provided a basis for study of the relationship between role taking ability and behavioral indices of social adequacy. (Author/JD)

ABSTRACT 22864

EC 02 2864 ED 040 516
Publ. Date Sep 69 111p.
Fisher, Kirk L.
Effects of a Structured Program of Perceptual-Motor Training on the Development and School Achievement of Educable Mentally Retarded Children. Final Report.
Pennsylvania State University, University Park
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEG-0-8-082104-4702(032)
BR-8-B-104

Descriptors: exceptional child research; mentally handicapped; perceptual motor coordination; training; educable mentally handicapped; academic achievement; intelligence level; age differences

Of 102 educable mentally handicapped children in special classes, 54 were identifiedby the Purdue Perceptual Motor Survey (PMS) as deficient in perceptual motor abilities. These 54 children were assigned to one of the following groups: training, which participated in an individualized, structured perceptual motor program twice a week for 4 1/2 months; Hawthorne, which met with the trainer but played table games; and control. Achievement and intelligence tests were given. The hypothesized improvement in perceptual motor abilities did not manifest itself, although children under 10 years of age in the training group scored significantly higher on the PMS than did controls of like age. Nor did hypothesized improvement in intellectual performance, or achievement result. However, all three groups improved significantly on PMS and achievement test scores; and training and Hawthorne groups showed significantly improved IQ scores. Thus, evidence suggested a correlation between perceptual motor ability and the variables of intelligence and achievement. (Author/JD)

ABSTRACT 22881

EC 02 2881 ED 040 533
Publ. Date Apr 68 92p.
Armstrong, Jenny R.
The Relationship of Mathematics Curriculum Innovation Presented Through Two Methods and Effect Upon Achievement as a Function of Learner Ability. Final Report.
Wisconsin University, Madison
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEG-1-7-070109-3888
BR-7-E-109

Descriptors: exceptional child research; mentally handicapped; mathematics; curriculum design; intermode differences; educable mentally handicapped; deductive methods; inductive methods; audiovisual instruction; curriculum research

Mathematical learning at six cognitive levels, in areas of exact and varied repetition, was studied in 28 educable mentally handicapped students (mean IQ 74, mean age 12.6). Four different machine-presented programs of 10 lessons each utilized inductive or deductive modes of presentation and exact or varied forms of curriculum repetition. Results indicated that number learning at the knowledge, application, and evaluation levels was better facilitated by an exact form of curriculum repetition. Mathematical learning of operations was equally facilitated by inductive and deductive modes of presentation. Both area and topical curriculum organization were equally effective, regardless of the mode of presentation used; however, exact repetition better facilitated learning at the comprehension level when implemented by the inductive mode, while varied repetition was more effective when implemented deductively. (Author/JD)

ABSTRACT 23435

EC 02 3435 ED 041 406
Publ. Date Jun 68 198p.
Final Report of a 5-Year Collaborative Study on the Effectiveness of Early Application of Vocational Rehabilitation Services in Meeting the Needs of Handicapped Students in a Large Urban School System.
New York State Education Department, Albany, Division Of Vocational Rehabilitation
Vocational Rehabilitation Administration (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; vocational education; physically handicapped; mentally handicapped; emotionally disturbed; educable mentally handicapped; prevocational education; work experience programs; case records; vocational adjustment; employment potential; family relationship; cooperative programs; followup studies

To determine the effect of prevocational work experience on the severely handicapped, 280 children, aged 14 to 17, were studied. The children were subdivided into three disability groupings (physically disabled, educable mentally retarded, and emotionally disturbed), each of which was further divided into experimentals (E's) and comparisons (C's). The E's received vocational service from three private agencies with workshops 2 days per week during 2 school years. All children were assessed at the start and end of the program and followed up 12 months later. Results indicated that the disability groupings differed markedly in demographic and personal characteristics, in the nature of presenting problems, in their school careers, and in outcomes. The physically disabled benefitted most from the services with the E's having higher potential for employment than the C's; the mentally retarded gained in socialization and interpersonal adjustment, but not necessarily in employability; and the emotionally disturbed did not benefit significantly from the services, except the E's remained in school substantially longer than the C's. Additional findings were that ethnic and socioeconomic status were important determiners of both progress and outcome; the services were least effective with children in the poverty subculture. (Author/JD)

ABSTRACT 30875

EC 03 0875 ED 044 887
Publ. Date 70 20p.
Silverman, Mitchell and Others
A Comparison of Degree of Alienation in Special Education and Normal Subjects.
South Florida University, Tampa, Institute III: Exceptional Children and Adults

EDRS mf,hc

Descriptors: exceptional child research; educable mentally handicapped; student alienation; self concept; student attitudes; negative attitudes; social isolation; mentally handicapped

To investigate differences between special education (SE) and normal subjects with respect to degree of alientation, 102 male and 54 female educable mentally retarded adolescents were compared to their normal peers on responses made to an 87-item opinion questionnaire. Of the seven measures of alienation contained in the questionnaire, the SE subjects showed a greater degree of alienation on six of the seven factors. Also, on four of the alienation scales male subjects exhibited significantly more alienation than females. Normal males also exhibited more alienation than their counterparts on two factors, while no differences were found between the special education groups. (Author/KW)

ABSTRACT 31389

EC 03 1389 ED 046 193
Publ. Date Mar 68 150p.
Meyen, Edward L.; Carr, Donald L.
An Investigation of Teacher Perceived Instructional Problems: Indicators of In-Service Training Needs for Teachers of the Educable Mentally Retarded. Special Report.
Iowa University, Iowa City, Special Education Curriculum Development Center
Office of Education (DHEW), Washington, D. C., Bureau of Education for the Handicapped
EDRS mf,hc
OEG-3-7-002883-0449
BR-6-2883

Descriptors: exceptional child research; educable mentally handicapped; teacher attitudes; curriculum problems; educational problems; teaching methods; instructional materials; state surveys; special education teachers; special classes; Iowa; Bureau of Education for the Handicapped

The study was undertaken to assess instructional problems perceived by special class teachers, the results of which would serve as a basis for the development of materials for use in the statewide in-service training sessions for teachers of the educable mentally retarded conducted by the Iowa Special Education Curriculum Development Center. To identify topics relevant to levels of instruction and to specify the significance of each problem according to a rank order, a survey instrument was designed to discover both general and specific instructional problems and variables which influence the nature of those problems. Three dimensions of each problem were assessed--methodology, appropriateness of instructional task, and availability of classroom materials and ideas for activities. Descriptive data and findings are based on replies from 481 teachers of the EMR (89% of such teachers in the state). In general, seat work, social studies materials and activities, and reading methods and materials ranked as the most difficult areas; least difficulty was experienced in use of psychological information, special subjects, understanding pupil characteristics, and pupil evaluation. The most meaningful variable was age level of the class. (KW)

ABSTRACT 31502

EC 03 1502 ED 047 432
Publ. Date 70 18p.
Fredericks, H. D. Bud and Others
A Validity Study of the Diagnosis and Placement of Certified EMR Pupils in Oregon.
Oregon State System of Higher Education, Monmouth, Teaching Research Division
Oregon State Board of Education, Salem

EDRS mf,hc

Descriptors: exceptional child research; educable mentally handicapped; student placement; educational diagnosis; test validity; program evaluation; admission criteria; student evaluation; placement; Oregon

In order to determine the validity of placement procedures for the educable mentally retarded (EMR) in Oregon and to examine the value of documents used in certifying EMR pupils, a diagnostic evaluation was made on 97 children who were permanently certified as EMR during the years 1967-68 (IQ scores of 50 through 80). The children were administered medical examinations, educational and psychological tests, and were rated by their teachers on the Walker Behavior Checklist. Results showed that only one child from the sample of 97 was inappropriately placed in an EMR class. Although IQ scores revealed 14 other children with IQ's above 80, it was concluded that the evidence of educational performance and medical information justified the placement. In relation to the value of the forms used by the Oregon Board of Education, indications were made for the need of more stringent visual and hearing acuity tests and for the inclusion of standardized educational tests. The danger of placing a child in an EMR class primarily on the basis of an IQ score was emphasized. (RD)

ABSTRACT 31663

EC 03 1663 ED N.A.
Publ. Date Feb 71 5p.
Monroe, J. Donald; Howe, Clifford E.
The Effects of Integration and Social Class on the Acceptance of Retarded Adolescents.
EDRS not available
Education and Training of the Mentally Retarded; V6 N1 P20-4 Feb 1971

Descriptors: exceptional child research; educable mentally handicapped; regular class placement; social attitudes; mentally handicapped; peer acceptance

Two questions relating to the social acceptance of educable mentally handicapped adolescents in an integrated junior high school were investigated. Seventy educable mentally handicapped boys were selected. Conclusions drawn were that the length of time a retarded student is integrated does not apparently influence his acceptance, and that social class appears to be related to social acceptance. (Author)

ABSTRACT 31720

EC 03 1720 ED N.A.
Publ. Date Mar 71 2p.
Edwards, R. Philip and Others
Academic Achievement and Minimal Brain Dysfunction in Mentally Retarded Children.
EDRS not available
Exceptional Children; V37 N7 P539-40 Mar 1971

Descriptors: exceptional child research; educable mentally handicapped; neurologically handicapped; academic achievement; minimally brain injured; perceptual motor coordination; perceptually handicapped

The study investigated the performance of children with minimal brain dysfunction (MBD) on standardized tests of academic achievement for mentally retarded students. Sixty-eight subjects (IQ 55-84, MA 5.0-10.11) were classified into four groups--neurological and visual-motor impairment, neurological impairment only, visual-motor impairment only, and neither (i.e., the control group). Three analyses using t tests were performed based on different groupings of the subjects. Results suggested that academic achievement of mentally retarded children in arithmetic and spelling is related to visual-motor impairment but not to impaired soft neurological signs, that signs of MBD do not have a direct relationship to reading achievement of the mentally retarded, and that differences in academic achievement among the retarded may become apparent only when test scores are controlled for MA. (Author/KW)

ABSTRACT 31918

EC 03 1918 ED 047 484
Publ. Date Aug 70 326p.
Cook, John J.; Blessing, Kenneth R.
Class Size and Teacher Aides as Factors in the Achievement of the Educable Mentally Retarded. Final Report.
Wisconsin State Department of Public Instruction, Madison, Division for Handicapped Children
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
OEG-3-6-062620-1879
BR-6-2620

Descriptors: exceptional child research; educable mentally handicapped; class size; teacher aides; student behavior; mentally handicapped; behavior rating scales; teacher attitudes; primary grades; intermediate grades

The purpose of the study was to determine the effects of class size and the use of teacher aides on pupil behavior and teacher behavior in educable mentally handicapped classes at the primary and intermediate grade levels. In the course of the study 20 classes remained constant and 18 aides were employed throughout the project. Effects on pupil behavior were determined by contrasting the educational and linguistic achievement and social behaviors in the several instructional arrangements. Researchers concluded that the major impact of the aides alone appeared to be a reduction in undesirable behavior in the classroom and an enhancement of the spelling achievement; class size alone had an effect on arithmetic and classroom behavior, with the standard classes gaining more in math and manifesting less negative behavior than the increased classes. It was generally felt that the most pronounced effects of the study appeared in the primary classes and suggested to the researchers that administrative strategies other than aides and class size should be developed to enhance the behavioral, linguistic functioning of intermediate educable mentally handicapped pupils. (CD)

ABSTRACT 31920

EC 03 1920 ED 047 485
Publ. Date Aug 70 50p.
Garrison, Mortimer; Hammill, Donald
Who Are the Retarded: Multiple Criteria Applied to Children in Educable Classes. Final Report.
Temple University, Philadelphia, Pennsylvania, College of Education
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
OEG-0-70-2264(607)
BR-482239

Descriptors: exceptional child research; educable mentally handicapped; student placement; admission criteria; regular class placement; special classes; elementary school students; identification; grouping (instructional purposes)

To compare the performance of children in classes for the educable mentally handicapped (EMH) with their peers (age mates) in regular classes on relevant dimensions, to investigate the validity of class placements using multiple criteria, and to determine the relationship be-

tween class placement and demographic variables, 378 children in EMH classes and 319 in regular classes (aged 11 years) were compared. The Slosson Intelligence Test for Children and Adults, an adaptation of the Test of Social Inference, an adaptation of the Temple Informal Reading Inventory, and the Auditory Reception and Verbal Expression subtests from the 1968 Illinois Test of Psycholinguistic Abilities were given. The distributions were converted into T-scores and the children scoring above and below a T-score of 45 (equivalent in the research data to an IQ of 75) on each of the variables were identified. Applying Jastak's concept of multiple criteria led to the authors' suggestion that the diagnosis in 25% of the children in EMH classes may be erroneous in that they scored above the cutting point on at least four of the five criteria. Only 31% of those in the EMH classes failed either four or five of the five criteria. The authors note that the findings support efforts to maintain most children found in EMR classes in the regular classroom through the use of tutoring and resource rooms. (Author/RD)

ABSTRACT 31923

EC 03 1923 ED 047 487
Publ. Date Sep 69 169p.
Armstrong, Jenny R.
Mathematics Curriculum Innovation and Evaluation for Educable Mentally Retarded. Final Report.
Wisconsin University, Madison
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
OEG-0-8-080568-4598(032)
BR-592206

Descriptors: exceptional child research; educable mentally handicapped; mathematics; curriculum development; evaluation; mentally handicapped; cognitive development

The study was divided into three major phases: to develop a mathematics curriculum for educable mentally handicapped; to develop a measurement instrument to evaluate the children's learning at various cognitive levels; and to determine the relative effects of two instructional approaches (inductive and deductive), two forms of repetition (exact and varied) and two modes of representation (manipulative and non-manipulative) on the children's mathematical learning. Seventy-two subjects from two elementary schools were selected and placed in one of eight program conditions. It was found that the total program, when IQ was allowed to vary, resulted in significant amounts of learning at various cognitive levels. Manipulative modes of application were noted as better facilitating synthesis level learning than did nonmanipulative modes of application. The inductive mode of presentation was felt to facilitate the learning of set operations better than the deductive mode, and the two forms of repetition equally facilitated all types of mathematical learning. (CD)

ABSTRACT 31983

EC 03 1983 ED 048 707
Publ. Date 70 24p.
Folman, R.; Budoff, M.
Learning Potential Status and Vocational Interests and Aspirations of Special and Regular Class Adolescents. Volume 1, Number 7.
Research Institute for Educational Problems, Cambridge, Massachusetts
EDRS mf,hc

Descriptors: exceptional child research; educable mentally handicapped; vocational interests; aspiration; junior high school students; self concept; learning characteristics

Junior highschool students in three special classes for the educable retarded and regular class children from three low-track sections were administered the Kohs block designs and assigned a learning potential status: highscorer, gainer, or nongainer. All subjects were then interviewed individually in a 1-hour session in which questions relating to vocational areas were asked. One third of the regular and special class students held after-school jobs and the majority aspired to jobs similar to those they expected to attain after leaving school. The special class sample, however, desired and expected to obtain lower level jobs than the regular class subjects. Within the special class sample, highscorers held low job aspirations, seemed most knowledgeable about reported choices giving the impression of a motivational pattern attuned to minimize failure. The nongainers (low able students according to the criteria) tended to respond more similarly to regular class students, but were not able to give any solid evidence of having tested the reality of the responses. Nongainers were viewed as functioning like a mentally retarded child while the highscorers and gainers were felt to be educationally retarded. (RJ)

ABSTRACT 31988

EC 03 1988 ED 048 712
Publ. Date 70 21p.
Pines, Ayala; Budoff, Milton
Studies in Personality Correlates of Learning Potential Status in Adolescent EMRs: Reaction to Frustration and Self-Peer Evaluation. Volume 1, Number 16.
Research Institute for Educational Problems, Cambridge, Massachusetts
EDRS mf,hc

Descriptors: exceptional child research; educable mentally handicapped; stress variables; learning characteristics; attitudes; self concept; adolescents; personality

A questionnaire and sentence completion test which consisted of hypothetical frustrating situations in the areas of school, peer and parental relations was administered to 27 educable mentally retarded (EMR) groups of nongainers, gainers and high scorers, defined by the Kohs learning potential (LP) procedure. More able (LP) subjects (high scorers and gainers) responded in an actively positive manner to the frustrations, while the less able (LP) subjects (nongainers) responded more passively, tending not to verbalize active attempts to cope with the hypothetical situations. When asked to evaluate themselves against peers of their own choice, nongainers reported themselves as less able; high scorers and gainers as equal to, or better than their friends. These findings are related to other findings with personality variables for the groups by learning potential and their implications are discussed. (Author)

ABSTRACT 32223

EC 03 2223 ED 050 509
Publ. Date 70 34p.
Mankinen, Richard and Others
The Effects of Learning Potential, and Motivational Orientation on Learning Among the Educable Mentally Retarded. Volume 1, Number 17.
Research Institute for Educational Problems, Cambridge, Massachusetts
EDRS mf,hc

Descriptors: exceptional child research; educable mentally handicapped; reinforcement; motivation; discrimination learning; mentally handicapped; behavior change; negative reinforcement; positive reinforcement; achievement tests

To differentiate behaviorally, success-strivers and failure-avoiders within a group of educable mentally handicapped, two experiments were conducted. The effects of learning potential status (gainers, nongainers, high scorers) and motivational style (success strivers, failure avoiders) on discrimination learning when reinforcement was varied was examined. In the first experiment 24 educable mentally handicapped black adolescents from a low income housing area were tested using trials-to-criterion as the dependent variable in a two choice simultaneous discrimination problem. Only the learning potential, motivation interaction combination was felt to approach significance. Experiment II was modified only in certain test procedures. Twenty-four white boys from lower class families were tested with modifications in motivational assessment, incentive, and cue set procedures. Contrary to prediction, it was concluded that the negative motivational feedback did not yield greater efficiency for the success-strivers. Results were felt to confirm the prediction, that gainers and high scorers would be superior to nongainers on the discrimination task. The validity of the construct of failure-avoidance versus success-striving as it has been applied to the mentally handicapped group was questioned by the researchers. (CD)

ABSTRACT 32619

EC 03 2619 ED N.A.
Publ. Date 71 212p.
Braginsky, Dorothea D.; Braginsky, Benjamin M.
Hansels and Gretels: Studies of Children in Institutions for the Mentally Retarded.
EDRS not available
Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, New York 10017 ($6.95).

Descriptors: exceptional child research; educable mentally handicapped; psychological characteristics; institutionalized (persons); attitudes; interpersonal competence; self concept; family characteristics; mentally handicapped; theories

Data from research with mildly mentally retarded children conducted in state training schools contradicts prevalent onceptions and theories of mental retardation and supports a new way of conceptualizing retardation, in which retardates are not seen as qualitatively different from others nor as defective or less than human organisms. Investigated were retardates' effectiveness in interpersonal manipulation, adaptation to their environment, family background and reasons for institutionalization, and attitudes toward retardation as compared to those of the staff. Results show the retardates to be adept, rational, sensitive, resourceful, and intelligent human beings, able to carry out subtle manipulative strategies, control and exploit their somewhat hostile environment, and maintain their belief that they were not particularly stupid or different even in the face of the staff's opposite views. Children were often institutionalized for reasons of rejection or family disintegration. It is concluded that mental retardation is a sociopolitical rather than psychological construct, stigmatizing victims of social events who are not psychologically different from other persons. Theoretical and treatment implications emphasize need to establish cooperative retreats free from the myth of mental deficiency. (KW)

ABSTRACT 32687

EC 03 2687 ED 051 621
Publ. Date Feb 70 76p.
Ringelheim, Daniel and Others
The Relationship Among Various Dichotomous Descriptive Personality Scales and Achievement in the Mentally Retarded; A Study of the Relevant Factors Influencing Academic Achievement at Various Chronological Age Levels. Final Report.
New York University, New York, School of Education
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
BR-6-2685
OEG-0-8-062685-1762(032)

Descriptors: exceptional child research; educable mentally handicapped; academic achievement; personality; self control; personality assessment; age differences

Examined were relationships among various verbal and nonverbal personality scales purporting to measure extent to which an individual behaves as if he, or the environment, controls events. Also investigated were developmental trends related to this internal-external dimension of personality and its relation to academic achievement of the educable mentally retarded (EMR). Subjects were 215 EMR children (ages 9-15 years, IQ range 45-82), who were administered a battery of six tests. The hypotheses that there would be a significant relationship among the personality measures at all age levels across settings, and that there would be a developmental trend across the age span involved, moving from an external to internal frame of reference as age increased, were not sustained. It was concluded that internal and external dimensions of personality play a minimal role in the academic achievement of EMR students as compared to the roles played by MA and CA. (See ED 038 779, EC 003 339 for project interim report.) (Author/KW)

ABSTRACT 32704

EC 03 2704 ED N.A.
Publ. Date Sum 71 6p.
Chaffin, Jerry D. and Others
Two Followup Studies of Former Educable Mentally Retarded Students from the Kansas Work-Study Project.
EDRS not available
Exceptional Children; V37 N10 P733-8 Sum 1971

Descriptors: exceptional child research; educable mentally handicapped; vocational adjustment; followup studies; work study programs; mentally handicapped

Two followup studies were conducted to investigate the post-school adjustment of educable mentally retarded subjects from the Kansas Work-Study Program and a comparison sample from neighboring school districts. The results indicated that most of these educable mentally retarded students would be employed in the competitive labor market without the benefits of a work study program. Student who had participated in the work study program, however, were graduated more often, held their jobs longer, and earned more money than did the students from the comparison group. (Author)

ABSTRACT 32881

EC 03 2881 ED 053 503
Publ. Date Feb 71 133p.
Ladner, Judith L.
Enhancement of Productive Thinking in Institutionalized Mental Retardates. Final Report.
Fordham University, Bronx, New York
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
OEG-2-700017
BR-42-2272

Descriptors: exceptional child research; mentally handicapped; institutionalized (persons); divergent thinking; educable mentally handicapped; creativity research; program descriptions; convergent thinking

The purpose of the study was to evaluate the effectiveness of a supplementary program of 30 lessons to increase the productive thinking abilities (divergent thinking) of educable mentally handicapped students. An experimental group of 30 institutionalized children were given the supplementary lessons at a rate of three per week. The lessons, based on the brainstorming technique, were felt to encourage ideational fluency, familiarity with the principles of change, improved observational ability, increased sensitivity, and originality through improvisation. Significant improvement was noted for all but the factor of figural elaboration. It was concluded that enhancement of creative performance was feasible in institutionalized educable mentally handicapped students. The value of the brainstorming technique (in which the pupils' ideas were allowed to flow freely) as a specific teaching tool was stressed as having future educational program implications. The verbal functioning was found to be improved and the improvement was felt to be a reflection of a transition from convergent to divergent modes of thinking. The 30 lesson plans used in the experiment are included in the appendix. (CD)

ABSTRACT 32962

EC 03 2962 ED N.A.
Publ. Date Jun 71 4p.
Edlund, Calvin V.
Changing Classroom Behavior of Retarded Children: Using Reinforcers in the Home Environment and Parents and Teachers as Trainers.
EDRS not available
Mental Retardation; V9 N3 P33-6 Jun 1971

Descriptors: exceptional child research; educable mentally handicapped; behavior change; family environment; mentally handicapped; reinforcers; parent role; teacher role

Using six Educable Mentally Handicapped subjects living at home and attending public school, a procedure was established for making reinforcers available in the home environment for cooperative and attentive classroom behavior. Throughout the program, both parents and teachers of the subjects served as trainers. At the conclusion of the study, all subjects were found to exhibit marked improvement in both academic performance and classroom behavior. (Author)

ABSTRACT 33030

EC 03 3030 ED 053 526
Publ. Date 71 408p.
Ellis, Norman R., Ed.
International Review of Research in Mental Retardation. Volume 5.
EDRS not available
Academic Press, Inc., 111 Fifth Avenue, New York, New York 10003 ($17.00).

Descriptors: exceptional child research; mentally handicapped; research reviews (publications); memory; paired associate learning; behavior change; reinforcement; drug therapy; stimulus behavior; medical research; mongolism; educable mentally handicapped; Germany

The stated purpose of the text is to review and interpret current behavioral research in mental retardation (including that done abroad) and to provide a forum for theories and new approaches. Eight chapters by different authors focus on the following subjects: medical-behavioral research; recognition memory; a

research strategy and summary of initial findings; an overview of operant procedures in the laboratory; methodology of psychopharmacological studies; process variables in paireo-associate learning; sequential dot presentation measures of stimulus trace in retardates and normals; cultural-familial retardation; and the emphasis on structure in German theory and research. The editor summarizes the areas most frequently researched as well as those most often neglected. (RJ)

ABSTRACT 33173

EC 03 3173 ED 054 553
Publ. Date Aug 71 18p.
Jones, Elvis C.
The Feasibility of Training Mental Retardates to Use Available Channel Capacity More Economically. Final Report.
Frostburg State College, Maryland
Office of Education (DHEW), Washington, D. C., National Center for Educational Research and Development
EDRS mf,hc
OEG-3-70-0035(509)
BR-0302?

Descriptors: exceptional child research; educable mentally handicapped; conceptual schemes; learning processes; patterned responses; mentally handicapped; concept formation

A pilot study and two formal studies were conducted with educable mentally handicapped (EMR) children to develop materials and procedures suitable for studying schema learning in EMRs and to demonstrate schema learning in EMRs in the absence of external guidance. The pilot and formal study I were conducted to develop suitable populations of stimuli conducive to minimal performance, allowing improvement room without arousing frustration. The Ss reproduced checkerboard patterns having 16, 20, 25, 30, and 36 cells, respectively. It was found that Ss performed above chance on matrices with 36 cells, cell number retained by Ss was not significantly affected by total number of cells within patterns, and visual channel capacity might be related to verbal components of intelligence. Formal study II was conducted to determine if EMRs were capable of schema concept learning using stimuli patterns from both pilot and first formal study. One group reproduced schema patterned checkerboards, while another group reproduced nonschematic patterns. Results indicated that EMRs were capable of schema concept learning without either prototype exposure or external feedback. (CB)

ABSTRACT 40049

EC 04 0049 ED N.A.
Publ. Date Oct 71 7p.
Piper, Terrence J.
Effects of Delay of Reinforcement on Retarded Children's Learning.
EDRS not available
Exceptional Children; V38 N2 P139-45 Oct 1971

Descriptors: exceptional child research; educable mentally handicapped; learning processes; reinforcement; reactive behavior; primary grades; intermediate grades; mentally handicapped

No study has investigated delays of reinforcement of more than 30 seconds in the classroom, yet many classroom delays exceed 30 seconds. A study designed for a four-way analysis of variance investigated delays of reinforcement of 0, 5 and 15 minutes; returning test stimuli before reinforcement versus not returning test stimuli; primary versus intermediate grade range; and trials. Subjects were educable retarded students in public schools. All main effects were found to be significant as well as the interaction between range and procedure, and delay and procedure. (Author)

ABSTRACT 40168

EC 04 0168 ED N.A.
Publ. Date 71 8p.
Hatch, Eric; French, Joseph L.
The Revised ITPA: Its Reliability and Validity for Use with EMRs.
EDRS not available
Journal of School Psychology, V9 N1 P16-23 1971

Descriptors: exceptional child research; educable mentally handicapped; psycholinguistics; diagnostic tests; mentally handicapped; perception tests; Illinois Test of Psycholinguistic Abilities

Twenty-one educable mentally retarded (EMR) subjects were administered the Revised Illinois Test of Psycholinguistic Abilities (ITPA) twice, employing 3 month intervals. Six criterion instruments were also administered to explore concurrent validity. It was determined that the ITPA is a fairly stable instrument. A coefficient of at least .80 was obtained for six of the subtests; four others were above .70. Two of the subtests, Visual Reception and Sound Blending, appeared to lack sufficient stability to be used diagnostically and remedially. Validity of the subtest examined was neither confirmed nor disproven since in most cases there was more than one significant correlation between criterion tests and other ITPA subtests which the presence of a g factor and the heterogeneous nature of the sample might help to explain. (Author)

ABSTRACT 40234

EC 04 0234 ED N.A.
Publ. Date Nov 71 4p.
Rapp, John and Others
Incentives Affecting Behavior Changes in the Retarded.
EDRS not available
Exceptional Children; V38 N3 P229-32 Nov 1971

Descriptors: exceptional child research; educable mentally handicapped; motivation techniques; behavior change; social development; positive reinforcement; mentally handicapped; institutionalized (persons)

The effect of monetary incentives on dependent-independent and extroversion-introversion behavior of 24 retarded adolescents was investigated. Five ratings were obtained at 2 month intervals over a 10 month period, the data indicated significant desirable increases in social behavior. Additionally, the increase was compared and found different from that of a randomly assigned control group. In the last 2 month treatment interval, the students were taken on excursions into the surrounding community to effect a decrease in institutional dependencies. The evidence suggests that this too was an effective treatment. (Author)

ABSTRACT 40242

EC 04 0242 ED N.A.
Publ. Date Nov 71 3p.
Fisher, Kirk L.
Clearinghouse: Effects of Perceptual-Motor Training on the Educable Mentally Retarded.
EDRS not available
Exceptional Children; V38 N3 P264-6 Nov 1971

Descriptors: exceptional child research; educable mentally handicapped; perceptual motor learning; intellectual development; academic achievement; intelligence quotient; mentally handicapped

In the study investigating the effectiveness of a structured program of perceptual motor training with educable mentally retarded children, 54 such children, determined to be deficient in perceptual-motor abilities using the Perceptual Motor Survey (PMS) served as subjects. Subjects were randomly assigned to one of three groups: Group T (Training) underwent perceptual-motor training twice a week for 4 1/2 months, Group H (Hawthorne) met with trainer but played table games, and Group C (Control) maintained regular class schedules. All were given the PMS, Wechsler Intelligence Scale for Children (WISC), Wide Range Achievement Test (WRAT), and Stanford Achievement Test (SAT) before training, the PMS and WISC after training, and the achievement tests 2 months later. Results showed no significant differences among the groups on the PMS, although, for children under 10 years of age there was a significant difference in favor of Group T over C on PMS score. Other hypotheses, which had predicted improvement in intellectual performance and achivement as a result of perceptual-motor training also were not supported. All three groups significantly improved from pretest to posttest on PMS scores and the achievement tests. In addition, Groups T and H significantly improved in WISC full scale IQ, suggesting the importance of the Hawthorne effect on intelligence test performance. (KW)

ABSTRACT 40487

EC 04 0487 ED 056 446
Publ. Date Feb 71 234p.
Bologa, James F. and Others
The Measurement and Comparison of Variables Related to Driver and Highway Safety Between Educable Mentally Retarded and Normal High School Age Students in Pennsylvania. Final Report.
Millersville State College, Pennsylvania, Department Of Special Education
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
OEG-0-9-48-2062-1326-(032)
BR-48 2062

Descriptors: exceptional child research; educable mentally handicapped; driver education; traffic accidents; traffic safety; safety education; mentally handicapped; predictive measurement; perception; perceptual motor coordination; individual characteristics

The study was conducted to measure variables related to safe driving and to designate factors predictive of success in driving safety of educable mentally retarded (EMR) students as compared to normal students. Subjects were 349 EMR and 443 intellectually normal students (ages 16-20), who were evaluated in the following areas: visual acuity, visual organization, field of vision, depth perception, eye-hand coordination, class in school, residence, father's occupation, reaction time, and emotional maturity. Driving records (accidents and violations) were compared to test results. Findings showed the following factors related to accident and violation rate: age (for normals), weight (for normals and female EMRs), class in school (for both groups), city or suburban residence (for both groups), and higher skill level of father (for female EMRs and normals). Wearing of glasses for female EMRs was related to not having accidents; handedness was unrelated for both groups. Also reported were the relationships of the scores of the various tests administered to driving records. Scores related to having accidents were high visual acuity, low distance judgment (for EMRs), high field of vision, not having had Driver Education (for EMRs), and having had Driver Education (for female normals). (KW)

ABSTRACT 40732

EC 04 0732 ED N.A.
Publ. Date 71 7p.
McKinney, James D.; Carter, Harold M.

Flexibility Training with Educable Retarded Children.
EDRS not available
Journal of School Psychology; V9 N4 P455-61 Win 1971

Descriptors: exceptional child research; mentally handicapped; educable mentally handicapped; cognitive development; perceptual development; elementary school students; educational programs

The experiment was designed to test the hypothesis that training in perceptual and cognitive shifts would improve the performance of educable mentally handicapped children on flexibility measures and on the Binet and Wechsler Intelligence Scale for Children scales. Twenty-eight children received 42 exercises in cognitive flexibility and were compared to a control group matched on mental age. Instruction facilitated performance on variables measuring verbal fluency and concept formation; however, significant improvement was generally limited to those variables which shared content with the training exercises. (Author)

ABSTRACT 40820

EC 04 0820 ED 057 540
Publ. Date Feb 70 34p.
Eaglstein, Solomon A.

The Effect of Interpolating Success Experiences into Classes for the Retarded. Final Report.
Indiana University Foundation, Bloomington
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
OEG-242086-0029
BR-24-2086

Descriptors: exceptional child research; educable mentally handicapped; reinforcement; success factors; learning characteristics; mentally handicapped; academic achievement; intermediate grades; failure factors

The study was conducted to determine the effects of experimentally-arranged success and failure experiences on the subsequent performance of learning tasks by educable mentally retarded (EMR) students. Subjects were 68 EMR intermediate grade children, divided into four groups. Prior to the learning task on each of 5 subsequent days, subjects in the groups received a success experience on a paired-associate task (Success Group), a negative experience of failure on the same task (Failure Group), a neutral experience (Stimulus Control Group), or no experimentally-arranged experience at all (Class Control Group). The learning task following the intervention involved the teaching of seven spelling words per day. Results indicated no difference between groups and no effects on the learning task. Methodological and theoretical explanations of the findings were offered. Supplementary research appended suggested that intervention designed to give retarded subjects success or failure experiences does not affect their learning in other tasks to any great extent. (KW)

ABSTRACT 40995

EC 04 0995 ED 049 009
Publ. Date Dec 70 66p.
Blackman, Leonard S.; Burger, Agnes L.

Psychological Factors Related to Early Reading Behavior of Educable Mentally Retarded and Normal Children. Interim Report.
Columbia University, New York, New York, Research And Demonstration Center for the Education of Handicapped Children
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
OEG-2-7-070701-4249
BR-422001
Research and Demonstration Center for the Education of Handicapped Children, Columbia University, Teachers College, New York, New York 10027.

Descriptors: exceptional child research; educable mentally handicapped; reading readiness; psychoeducational processes; reading diagnosis; mentally handicapped; disadvantaged youth; reading skills; reading ability; elementary school students; urban schools

Factor analytic and other multiple regression procedures were used to identify perceptual, learning, cognitive, memory, and language variables thought to contribute to psychological factors related to early reading behavior in both educable mentally handicapped and normal children. The relationship of reading readiness variables to reading competence was then investigated. The subjects were 78 normal, disadvantaged first graders from a New York urban school and 94 educable mentally handicapped children without significant sensory-motor deficits. The test battery employed consisted of an intellectual appraisal, two criterion reading achievement measures, and 17 readiness instruments evaluating a variety of perceptual, learning, cognitive, memory, and language abilities. Pretesting was administered in November, and posttesting was administered in May. Reduced 19-variable matrices for retardates and normals were presented. Means, standard deviations, and t tests were computed for the 19 variables. Significant differences in favor of the normal group were found, except for visual memory. Comparison of the two samples by analysis of covariance, with MA held constant, indicated that only four variables were found to differ significantly: word knowledge, auditory blending, auditory memory-sentences, and conceptual categorization. (CB)

ABSTRACT 41021

EC 04 1021 ED N.A.
Publ. Date May 71 4p.
Warner, Dennis A.; De Jung, John E.

Effects of Goal Setting Upon Learning in Educable Retardates.
EDRS not available
American Journal of Mental Deficiency; V75 N6 P681-4 May 1971

Descriptors: exceptional child research; educable mentally handicapped; performance factors; learning characteristics; goal orientation; mentally handicapped; aspiration; spelling

Forty public school and 40 institutionalized educable mentally retarded (EMR) adolescent males were given 10 item spelling tasks at two difficulty levels. Each subject repeated his test 10 times. Before each trial, experimental subjects were asked to predict the number of words they expected to spell correctly on the upcoming trial. Control subjects were not asked to estimate performance. Each subject was told his score (number of correctly spelled words) at the end of each trial. Analysis of variance on criterion scores (total number of correct responses on 10 trials) showed that: the mean of subjects who performed the easier of the two tasks was significantly greater (p less than .01) than the mean of subjects who performed the more difficult task; the mean of subjects who made estimates exceeded the mean of

subjects who did not (p less than .01); the means of the public school and institutionalized subsamples did not differ significantly; none of the interaction effects reached significance. (Author)

ABSTRACT 41071

EC 04 1071 ED N.A.
Publ. Date Sep 71 5p.
Sachs, David A.
WISC Changes as an Evaluative Procedure Within a Token Economy.
EDRS not available
American Journal of Mental Deficiency; V76 N2 P230-4 Sep 1971

Descriptors: exceptional child research; educable mentally handicapped; intelligence level; behavior change; evaluation methods; mentally handicapped; operant conditioning; reinforcement; Wechsler Intelligence Scale for Children

Eight children who were qualified for special education placement participated in a full day classroom operated as a token economy. Children were evaluated with the Wechsler Intelligence Scale for Children (WISC) at the beginning of the year, at mid-year, and at the end of the year. The mean Full-Scale IQ of this population increased from 67.63 to 80.50. Six of the eight students increased their IQ classification. It was concluded that the WISC is a suitable instrument for assessing changes in intellectual functioning within a token economy. (Author)

ABSTRACT 41073

EC 04 1073 ED N.A.
Publ. Date Sep 71 4p.
Goodstein, H. A. and Others
Verbal Problem Solving Among Educable Mentally Retarded Children.
EDRS not available
American Journal of Mental Deficiency; V76 N2 P238-41 Sep 1971

Descriptors: exceptional child research; mentally handicapped; educable mentally handicapped; problem solving; verbal ability

Two samples of 31 educable mentally retarded (EMR) children differentiated by IQ level were given a test of verbal problem solving in order to identify the effect of three parameters upon verbal problem solving performance. Presence of a distractor (extraneous information) in the verbal problem was significant (p less than .01). Higher-IQ EMR children significantly outperformed lower-IQ EMR children on the tasks (p less than .01), but failed to sustain expected superior performance on problems with extraneous information. These findings suggest a rote computation habit, rather than active processing of verbal information, as the problem solving style of many EMR children at all IQ levels. The need for carefully developed programs in verbal problem solving is indicated. (Author)

ABSTRACT 41161

EC 04 1161 ED N.A.
Publ. Date Feb 72 2p.
Gozali, Joav
Perception of the EMR Special Class by Former Students.
EDRS not available
Mental Retardation; V10 N1 P34-5 Feb 1972

Descriptors: exceptional child research; educable mentally handicapped; special classes; adults; program evaluation; mentally handicapped

In order to ascertain the value of special classes for educable mentally retarded (EMR) students, 56 former special class EMR students were interviewed. Generally, the responses tended to be negative. A majority (85%) of the individuals felt that the experience was meaningless and degrading; 91% did not want to send their children to a special class; and 87% felt that the class had not contributed to their social development. (CB)

ABSTRACT 41228

EC 04 1228 ED 058 696
Publ. Date Oct 69 203p.
Goldstein, Herbert and Others
A Demonstration-Research Project in Curriculum and Methods of Instruction for Elementary Level Mentally Retarded Children. Final Report.
Yeshiva University, New York, New York
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
OEG-32-42-1700-1010
BR-5-0395

Descriptors: exceptional child research; educable mentally handicapped; inductive methods; social development; inservice teacher education; mentally handicapped; educational methods; curriculum; special education teachers; teacher characteristics

The 2-year demonstration and research project involved 17 experimental (E) and 7 control (C) special class teachers of mentally retarded students (average CA 9-3 and 9-7, average IQ 68 and 65, respectively). All E teachers were given inservice training in a specific teaching curriculum (Social Learning Curriculum) and method (inductive method), and provided with on-going assistance from program consultants. Tape recordings and observational rating scales were used to assess teacher use of the method and curriculum. Students' progress in intelligence, achievement, personality development, and cognitive style was evaluated by formal tests. It was found that E teachers used the social learning curriculum and inductive method more consistently and effectively than did C teachers; E students were superior in personality development (striving for success) and aspects of divergent thinking; there was little correlation between teacher background characteristics and use of the curriculum and method. It was concluded that application of a socially oriented curriculum using an inductive teaching style achieves results consistent with needs of retardates at maturity (personality and cognitive characteristics consonant with critical thinking and independent behavior). (KW)

ABSTRACT 41231

EC 04 1231 ED 058 699
Publ. Date Mar 71 22p.
Reiss, Philip; Reiss, Rosalind
Clustering and Subjective Organization in a Free-Recall Task with Retardates: A Comparison of Two Methodologies. Final Report.
State University of New York, Buffalo, College at Buffalo
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEG-2070043(509)
BR-422314

Descriptors: exceptional child research; educable mentally handicapped; associative learning; learning processes; retention; mentally handicapped; adolescents

Adolescent educable retardats were presented a list of words which were organized into categories for half of the Ss and randomized for the other half. In addition, a sorting task preceded the list for half of the Ss. Ss were tested for recall after each of three trials. Responses were analyzed by two methods: one required responses of Ss organized into categories predetermined by the experimenter, and one used the organizational patterns of Ss. Contrary to predictions, the sorting task did not result in higher clustering or recall scores. However, organized list presentation resulted in significantly higher recall scores than did randomized presentation. Subjective organization scores could not be obtained due to the very low number of scoreable responses of this type. It was suggested that subjective organization reflects a concept-formation process while associative clustering involves concept-usage. (Author/KW)

ABSTRACT 41285

EC 04 1285 ED 058 703
Publ. Date 71 12p.
Gottlieb, Jay; Davis, Joyce E.
Social Acceptance of EMRs During Overt Behavioral Interaction. Studies in Learning Potential, Volume 2, Number 21.
Research Institute for Educational Problems, Cambridge, Massachusetts
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc

Descriptors: exceptional child research; educable mentally handicapped; peer acceptance; student placement; social atitudes; mentally handicapped

The purposes of the study were twofold: to determine whether educable mentally retarded (EMR) students are rejected during overt interactions with nonEMRs, and to determine whether EMRs who were integrated full-time in a nongraded school were perceived by their nonEMR peers to be similar to segregated EMRs or nonEMRs. Forty-two fourth, fifth and sixth graders were asked to select one of two children as a partner to help them win a prize at a bean toss game. Depending upon the treatment, the other two children were either: a segregated

EMR and a nonEMR, an integrated EMR and a nonEMR, or a segregated EMR and an integrated EMR. The results indicated that both integrated and segregated EMRs were chosen less often than nonEMRs, and that integrated and segregated EMRs were selected equally often. The findings were discussed in terms of the competence versus liking dimension. Also, it was suggested that future investigations might examine the effects of physical deviance on the EMR's social acceptability. (Author)

ABSTRACT 41287

EC 04 1287 ED 058 705
Publ. Date 71 31p.
Gottlieb, Jay and Others
A Preliminary Evaluation of the Academic Achievement and Social Adjustment of EMRs in a Nongraded School Placement. Studies in Learning Potential, Volume 2, Number 23.
Research Institute for Educational Problems, Cambridge, Massachusetts
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
OEG-0-8-080506-4597(607)

Descriptors: exceptional child research; educable mentally handicapped; student placement; social adjustment; academic achievement; mentally handicapped; peer acceptance; special classes; nongraded classes; student attitudes; elementary school students

The evaluation compared the social adjustment and academic achievement of seven educable mentally retarded (EMR) elementary school children who were integrated into a nongraded school with seven comparable EMRs (matched on IQ, sex and SES) who were assigned to segregated special classes. The results indicated that integrated children had significantly more tolerant attitudes toward school and that they reported more favorable scores, although not significantly so, on locus of control, self concept, and standardized achievement testing. Segregated special class children were found to be sociometrically more acceptable than integrated EMRs to their nonEMR peers. Based upon the limited number of subjects involved, the integration model for retarded children appeared to have more salutary consequences than the segregated approach to education. (Author)

ABSTRACT 41288

EC 04 1288 ED 058 706
Publ. Date 71 30p.
Babad, Elisha Y.
Effects of Learning Potential and Teacher Expectancies in Classes for the Retarded; or: The Punishing Expectancies. Studies in Learning Potential, Volume 2, Number 24.
Research Institute for Educational Problems, Cambridge, Massachusetts
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
OEG-0-8-080506-4597(607)

Descriptors: exceptional child research; educable mentally handicapped; expectation; teacher attitudes; academic achievement; mentally handicapped; intelligence level; special classes; self fulfilling prophecies

The effects of learning potential and teacher expectancies on IQ, school achievement, and teacher ratings were studied in eight segregated special classes for the retarded. The 58 EMR subjects were divided into four groups in a two by two design. A strong learning potential effect and a weak teacher expectancy effect were found for the IQ variables. A consistent interaction effect was found for changes in both teacher ratings and school achievement in spelling showing unexpected inferiority of the High Learning Potential-High Expectancy group. The results indicated further support of the validity of learning potential measurement and demonstrate how mental retardation can become a self fulfilling prophecy. (Author)

ABSTRACT 41290

EC 04 1290 ED 058 708
Publ. Date 71 20p.
Gottlieb, Jay; Strichart, Stephen
Social Contact, Reward Acquisition, and Attitude Change Toward Educable Mental Retardates. Studies in Learning Potential, Volume 2, Number 26.
Research Institute for Educational Problems, Cambridge, Massachusetts
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
OEG-0-8-080506-4597(607)

Descriptors: exceptional child research; educable mentally handicapped; peer acceptance; social attitudes; social experience; mentally handicapped; student attitudes; reinforcement

To determine whether social contact (forced versus voluntary) and reward acquisition (winning versus not winning) wee differentially effective in influencing positive attitude change toward educable mentally retarded children (EMRs), 68 nonEMR males in the fourth through sixth grades were asked to select either a same-sex EMR or nonEMR as a partner for a bean-bag toss game to help them win a prize. Subjects were able to select the EMR voluntarily or were forced to do so by the experimenter. The game was rigged so the experimenter was able to manipulate winning and not winning the game. Baseline attitude data was collected two weeks prior to the experimental task (T-1), immediately following the task (T-2) and two weeks later (T-3). The results indicated that reward acquisition was more effective than social contact on improving T-2 attitude scores, but that voluntary social contact was more effective in raising T-3 scores. The findings were discussed in terms of the desirability of integrating EMRs with nonEMRs. (Author)

ABSTRACT 41326

EC 04 1326 ED 059 558
Publ. Date Aug 71 105p.
Mankinen, Richard Lauri
Role of Dimension Preference in the Discrimination Transfer of the Mentally Retarded: Training of Flexibility. IMRID Behavior Science Monograph No. 17.
George Peabody College for Teachers, Nashville, Tennessee, Institute on Mental Retardation and Intellectual Development
National Institute of Child Health and Human Development (NIH), Bethesda, Maryland
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; educable mentally handicapped; discrimination learning; transfer of training; learning characteristics

To investigate whether trained flexibility would generalize to a novel discrimination task and to novel preferred and nonpreferred dimensions, 40 institutionalized retarded children and adults (IQ 50-77) were trained on five two-choice simultaneous-discriminations. Control subjects were trained with a preferred dimension relevant, the others (flexibility subjects), with a nonpreferred dimension relevant. Combinations were replicated factorially to assess transfer involving the same dimensions as those used in training, or transfer involving novel dimensions. Dimensions used were color, angular-orientation, form, and spatial-configuration. Flexibility acquired in the two-choice simultaneous-discriminations generalized to the matching-to-sample task and was independent of the stimulus dimensions used in training. At the beginning of training, subjects' discrimination learning performance was affected by dimension preferences; at the end of training, performance of flexibility-trained subjects was unaffected by dimension preferences. (Author/KW)

ABSTRACT 41346

EC 04 1346 ED 059 564
Publ. Date 72 16p.
Merlin, Shirley B.; Tseng, M. S.
Psycholinguistic and Reading Abilities of Educable Mentally Retarded Readers.
Madison College, Harrisonburg, Virginia; West Virginia University, Morgantown
EDRS mf,hc
Paper Presented at the AERA Convention (Chicago, Illinois, April 7, 1971).

Descriptors: exceptional child research; educable mentally handicapped; reading ability; psycholinguistics; special classes; mentally handicapped; intermediate grades; junior high school students

Measures of psycholinguistic and reading abilities of 25 educable mentally handicapped (EMR) good readers and 25 EMR poor readers in the intermediate and junior high school special education classes were compared with one way analyses of covariance, using chronological age, mental age, and IQ as covariates. In comparison, the good reader group showed significantly higher abilities in

auditory association, auditory reception, grammatic closure, manual expression, visual closure, visual sequential memory, automatic level of organization, representation level of organization, auditory communication, visual communication, and psycholinguistic age; and in average reading, word recognition, oral reading, silent reading, and listening comprehension. Correlational analyses revealed that psycholinguistic age was a more powerful predictor of average reading than mental age and that IQ did not correlate with average reading at all. (Author)

ABSTRACT 41477

EC 04 1477 ED 060 582
Publ. Date (72) 14p.
McLaughlin, John A.; Stephens, Will Beth
Long Term Memory in Normals and Retardates.
Texas University, Austin;
Temple University, Philadelphia, Pennsylvania
Social and Rehabilitation Service (DHEW), Washington, D. C., Division of Research and Demonstration Grants
EDRS mf,hc

Descriptors: exceptional child research; educable mentally handicapped; memory; retention; cognitive processes; mentally handicapped; prediction

The study sought to determine if relationships existed among Piagetian measures of reasoning and memory, and if development of the memory process in normals and retardates is identical. Subjects were 48 normals (IQ 90-110) and 48 retardates (IQ 50-75), all CA 8-20 years. A battery of assessments, including conservation, spatial imagery, and memory tasks, was presented on three recall occasions. The first time, an arrangement of geometric shapes was shown to subjects, who were then asked to draw the configuration from memory. One week and 6 months later, subjects were asked to draw from memory then reconstruct from a random assortment the configuration. While normals performed better on all recall occasions, over 6 months the rate of decrement on both memory assessments (reconstruction and evocative) was the same for both groups, suggesting that a short term memory deficit evidenced in immediate recall is the major differentiator between normals and retardates. Analysis also indicated that both Piagetian measures of reasoning and standard measures of intelligence (WISC or WAIS) added to the prediction of memory, with the Piagetian reasoning measures the most efficient predictors. (KW)

ABSTRACT 41746

EC 04 1746 ED 061 680
Publ. Date Mar 72 58p.
Sheinkopf, Sylvia
Psychoeducational Issues in Educable Mental Retardates: Dependency and Learning. Final Report
Cardinal Cushing School and Training Center, Hanover, Massachusetts
National Center for Educational Research and Development (DHEW/OE), Washington, D. C.
EDRS mf, hc
OEG-0-70-0023(509)
BR-0-A-040

Descriptors: exceptional child research; educable mentally handicapped; mentally handicapped; learning characteristics; discrimination learning; dependency behavior

Examined was the relationship between dependency behavior and learning in educable mentally retarded (EMR) children. Population included 120 subjects equally divided by sex into two groups of retardates and normals and subdivided into socially reinforced and non-reinforced Ss. The task measured overt or instrumental dependency (ID). Electronic stimuli ranging from 2 to 10 pulses per second were judged by subjects as slow or fast values. Subjects had free access to the anchor values (2 pps as slow, 10 pps as fast) to assist the decision. ID scores were based on frequency of anchor use. The Rohde Sentence Completion Test measured covert or emotional dependency (ED). Finally, a learning task based on the concept of opposition was presented. Results revealed higher ID scored for retardates, with significant correlations between IQ and ID as well as between IQ and Opposition Task. ED scores were not significant between and within groups. Conclusions include the inference that retardates' need to be reinstructed by increased anchor use prior to a decision influences their learning potential.

ABSTRACT 41772

EC 04 1772 ED 061 684
Publ. Date 71 28p.
Weikart, David P.
Early Childhood Special Education for Intellectually Subnormal and/or Culturally Different Children.
High/Scope Educational Research Foundation, Ypsilanti, Michigan
EDRS mf,hc

Descriptors: exceptional child research; educable mentally handicapped; minority groups; early childhood education; disadvantaged youth; academic achievement; curriculum evaluation; longitudinal studies

The paper investigates the problem of placement of minority group or low socioeconomic status children classified as mentally retarded in special classes. Summarized are four basic models outlined by Robert Hess et al. (1971) used to account for the discrepancies in intellectual attainment between minority groups and the dominant culture: the deficit model, school-as-failure model, cultural difference model, and social structure model. The author presents information on outcomes of his 10 years of work in the early education of children diagnosed at age 3 years as functionally retarded and in the educable mentally retarded range. Two major issues were focused upon in the research: the long term impact of preschool education on later school performance, and relative impact of preschool education when differing educational procedures on models are employed. Results showed that the preschool experience ennabled the children to better proceed through elementary school at regular grade level without retention or special classes. It was also concluded that style of curriculum had no differential effect on subsequent academic achievement. (KW)

ABSTRACT 41989

EC 04 1989 ED N.A.
Publ. Date Jun 72 3p.
Ogland, Vanetta S.
Language Behavior of EMR Children.
EDRS not available
Mental Retardation; V10 N3 P30-2 Jun 1972

Descriptors: exceptional child research; mentally handicapped; educable mentally handicapped; language ability, language research; special classes

Language behavior of educable mentally retarded (EMR) children in special classes is described as a function of IQ, sex, socioeconomic status, chronological and mental ages, and special treatment effects. Findings of the study indicated that language behavior of children in special classes is below every reasonable expectation according to mental age, and that language deficiency evidenced by children may lead to referral and eventual placement in EMR classes. (Author)

ABSTRACT 42062

EC 04 2062 ED 062 747
Publ. Date 72 41p.
Gampel, D. H. and Others
An Observational Study of Segregated and Integrated EMR Children and Their Nonretarded Peers: Can We Tell the Difference by Looking? Volume 2, Number 27.
Research Institute for Educational Problems, Cambridge, Massachusetts
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
OEG-0-8-080506-4597(607)
BR-8-0506

Descriptors: exceptional child research; educable mentally handicapped; behavior patterns; regular class placement; interpersonal relationship; mentally handicapped; observation; peer relationship; statistical data

An observational study explored whether characteristic behavioral patterns of an educable mentally retarded (EMR) population were unique and served as a label for identification in the social milieu. Of particular interest were differences between EMR children who were integrated into the regular classroom and their non-retarded peers. A time-sampling method was used to count frequencies of 12 behavior categories selected to cover attention, deviance, and communication issues. One of the clearest findings was that the integrated and special class children engaged in significantly less interpersonal interaction than did their nonretarded peers. Differences between the groups also emerged in terms of behavior

patterning. Factor analysis of the behavior categories yielded three factors, one identified with the special class EMRs (unusual guy syndrome) and the other two correlated with the non-EMR control children (bad guy and good guy syndromes). The integrated children were described less by an identifiable pattern of their own than by the absence of a pattern. It was thought that the integrated children may be avoiding engaging in any noticeable active behaviors. (For related studies, see also EC 042 063 and 042 066.) (Author/CB)

ABSTRACT 42063

EC 04 2063 ED 062 748
Publ. Date 72 17p.
Gottlieb, Jay; Budoff, Milton
Social Acceptability of Retarded Children in Nongraded Schools Differing in Architecture. Volume 2, Number 28.
Research Institute for Educational Problems, Cambridge, Massachusetts
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
OEG-0-8-080506-4597(607)
BR-8-0506

Descriptors: exceptional child research; educable mentally handicapped; social attitudes; peer relationship; nongraded classes; mentally handicapped; regular class placement; special classes; school buildings; architectural programing

The social position of integrated and segregated educable mentally handicapped (EMR) children in a traditional school building was compared to that of EMR children in a no-interior wall school. The results indicated that while EMR children in the unwalled school were known more often by their nonEMR peers, they were not chosen as friends more often. Retarded children in the unwalled school were rejected more often than retarded children in the walled school. Also, integrated EMR children were rejected more than segregated EMR children. (For related studies, see also EC 042 062 and 042 066.) (Author)

ABSTRACT 42066

EC 04 2066 ED 062 751
Publ. Date 72 12p.
Gottlieb, Jay; Budoff, Milton
Attitudes Toward School by Segregated and Integrated Retarded Children: A Study and Experimental Validation. Volume 2, Number 35.
Research Institute for Educational Problems, Cambridge, Massachusetts
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
OEG-0-8-080506-4597(607)
BR-8-0506

Descriptors: exceptional child research; educable mentally handicapped; student attitudes; regular class placement; special classes; mentally handicapped; elementary school students

The attitudes toward school of retarded children in various school placements were investigated in two studies. The first study compared the attitudes of nonretarded children, and educable mentally retarded children in segregated and integrated class placements. The results indicated that the segregated group posited significantly less favorable attitudes than the other groups. Since subject selection was not random, a second study was undertaken in which retarded children were randomly assigned to integrated and segregated classes and on whom pre-integration data were collected. The results were similar to those in Study I, and were discussed in terms of the labelling process and its consequences for behavior. (For related studies, see also EC 042 062 and 042 063.) (Author)

ABSTRACT 42067

EC 04 2067 ED 062 752
Publ. Date 72 36p.
Folman, Rosalind; Budoff, Milton
Social Interests and Activities of Special and Regular Class Adolescents and Compared by Learning Potential Status. Volume 2, Number 36.
Research Institute for Educational Problems, Cambridge, Massachusetts
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
OEG-0-8-080506-4597(607)
BR-8-0506

Descriptors: exceptional child research; educable mentally handicapped; social attitudes; regular class placement; special classes; mentally handicapped; adolescents; underachievers; learning characteristics; cocurricular activities

Low achieving regular class and educable mentally retarded (EMR) special class adolescents from a white, low-income, urban district were administered the learning potential procedure and were interviewed to determine differences in their after-school, non-academic activities. Few differences were reported in the social interests and activities of these two samples. The more able special class students reported themselves to be more isolated socially, engaged in more passive activities, or in athletics, did not belong to peer groups, disliked group activities, and said they did not desire to change their situation. The less able (nongainer) students reported more active social involvements with their peers. Data indicated that nongainers give socially desirable responses which do not reflect their actual behaviors. (For related studies, see also EC 042 064 and 042 065.) (Author/CB)

ABSTRACT 42099

EC 04 2099 ED 063 692
Publ. Date Dec 72 828p.
Ensher, Gail L.
A Diagnostic Study of Reading Disabilities of Children Enrolled in Six Public School Special Classes for the Mentally Retarded. Final Report.
Boston University, Massachusetts, School of Education
National Center for Educational Research and Development (DHEW/OE), Washington, D. C.
EDRS mf,hc
OEG-1-9-090047-0112(010)
BR-9-A-047
Presented As the Author's Doctoral Dissertation.

Descriptors: exceptional child research; educable mentally handicapped; reading difficulty; emotional problems; cognitive processes; mentally handicapped; learning disabilities; clinical diagnosis; educational methods; remedial instruction; student teacher relationship; literature reviews; research methodology

The 2-year project of intensive clinical studies of children, teachers, and educational strategies was reported to be primarily concerned with characteristics of emotional behavior and cognitive functioning in children termed educable mentally retarded, assessments of learning and emotional disorders in children, effects of remediation program, and teacher characteristics and their impact on learning in children. The project report was divided into four major sections: review of literature on current theories of mental retardation and cognitive functioning, and evidence on learning disabilities and performance and behavior variance of children classified as retarded; presentation of research methodology used; presentation of clinical data based on evaluations of children and teachers the first year and remediation attempts during the second year; presentation of selected portions of group data; and summary and conclusions. Representative major findings of the study were that almost half of the 48 children scored higher on the Stanford Binet Intelligence Test than was thought possible, that learning disabilities frequently consisted of multiple, not single, intellectual dysfunctions, and that some children did not show a pre-established hierarchal order of skills. (CB)

ABSTRACT 42257

EC 04 2257 ED N.A.
Publ. Date 72 4p.
Schwarz, Robert H.; Cook, John J.
Teacher Expectancy as It Relates to the Academic Achievement of EMR Students.
EDRS not available
Journal of Educational Research; V65 N9 P393-6 May-Jun 1972

Descriptors: exceptional child research; mentally handicapped; educable mentally handicapped; disadvantaged youth; low income groups; urban education; special education teachers; student evaluation; expectation; academic achievement

Studied was the relation of special education teacher expectations to academic achievement of educable mentally handicapped children from low income inner city families. Children from 18 special education classes ranging in age from 6 to 12 years with a mean IQ of 68 were rated by their teachers on subject matter skills to determine the academic expectancy (AE) of each student. Wide Range Achievement Test scores were obtained

at three points during the three semester project and were used to index the actual academic achievement of the pupils. An analysis of the results showed that as a group teachers did not expect marked academic improvement but that individual teachers varied widely in their expectancies. It was concluded that the relationship between expectancy of the teacher and actual academic progress by the pupil is not significant because teachers appeared to use the wrong information in predicting achievement potential. (LL)

ABSTRACT 42513

EC 04 2513 ED N.A.
Publ. Date Aug 72 8p.
Haugen, David M.; McManis, Donald L.

Training and Transfer of Work Definitions by Retarded Children.
EDRS not available
American Journal of Mental Deficiency; V76 N5 P594-601 Mar 1972

Descriptors: exceptional child research; educable mentally handicapped; vocabulary; transfer of training; word recognition; mentally handicapped

Ten educable mentally retarded children, matched for total acceptable responses (naming, formal description, and functional description) to picture noun objects with 10 control subjects, were given a 14-day training program in which these features were specified for three objects within each of 10 class categories. The most pronounced result was a significantly greater reduction of unacceptable responses by the experimental group to both training and transfer items. Significantly greater increases in formal description responses to training items were obtained for experimental subjects, while both groups displayed significant formal description increases on transfer items. Training failed to produce clearcut effects for either naming or functional description responses. (Author)

ABSTRACT 42536

EC 04 2536 ED N.A.
Publ. Date May 72 12p.
Miller, Martin B.; Geller, Daniel
Curiosity in Retarded Children: Sensitivity to Intrinsic and Extrinsic Reinforcement.
EDRS not available
American Journal of Mental Deficiency; V76 N6 P668-79 May 1972

Descriptors: exceptional child research; educable mentally handicapped; curiosity; stimulus behavior; reinforcement; mentally handicapped; behavior change; operant conditioning

Fifty EMR children, chronological age 7-13 years, were tested for curiosity by a method which involved choosing from among briefly exposed stimulus sets each of which varied along a three-point complexity continuum. Then, in an attempt to modify subsequent curiosity behavior, subjects were administered a jigsaw puzzle under differing conditions to which they were randomly assigned. Some subjects were interrupted on the puzzle, while others were permitted to finish it. Also, some subjects received a monetary reward, ostensibly for adequate performance on the puzzle, while others were denied the reward, ostensibly for inadequate performance. A control group finished the puzzle, performing without reference to money. All subjects then received an additional series of complexity triads. As predicted, subjects who had been interrupted on the puzzle (intrinsic reinforcement) and received money (extrinsic reinforcement) showed the highest post-puzzle curiosity scores, while subjects who were permitted to complete the puzzle but were denied the money showed lowest post-puzzle curiosity. Results were also presented for latency to response, duration of response, consistency across items, sex, and age. The utility of distinguishing intrinsic and extrinsic reinforcement as operating under two independent systems was discussed. (Author)

ABSTRACT 42541

EC 04 2541 ED N.A.
Publ. Date May 72 7p.
The Effect of Three Variables on the Verbal Problem Solving of Educable Mentally Handicapped Children.

EDRS not available
American Journal of Mental Deficiency; V76 N6 P703-9 May 1972

Descriptors: exceptional child research; educable mentally handicapped; problem solving; verbal ability; performance factors; mentally handicapped

The performance of educable mentally handicapped children at three mental age levels (7, 8, 9 years) was compared for solving verbal problems under various conditions. The problems were varied by the presence or absence of extraneous information and the use of identical or superordinate set language. Differing picture conditions (five) were used (no pictures, exact pictures, qualitative distractor, quantitative distractor, and qualitative and quantitative distractors). Significantly inferior performance was evidenced by the mental age 7 years subjects, except under the exact picture and qualitative distractor conditions. The results were interpreted as reflecting the use of immature problem solving strategies by the younger children. Implications for potential curricular intervention were discussed. (Author)

ABSTRACT 42548

EC 04 2548 ED N.A.
Publ. Date Jul 72 7p.
Das, J. P.
Patterns of Cognitive Ability in Nonretarded and Retarded Children.
EDRS not available
American Journal of Mental Deficiency; V77 N1 P6-12 Jul 1972

Descriptors: exceptional child research; educable mentally handicapped; cognitive ability; performance factors; mentally handicapped; logical thinking; memory

Sixty nonretarded children and 60 educable mentally handicapped children, matched on mental age, were given some cognitive tasks of reasoning and memory. The performance of the nonretarded children was superior to those who were retarded in each of the tasks. The test scores were subsequently factor analyzed for each sample, and two factors were extracted. The factors, essentially similar for both samples, were interpreted to reflect two modes of processing information: the successive and the simultaneous as suggested by Luria. The nonretarded and retarded children had disparate loadings for some of the tests. This was interpreted to suggest that the two groups may be using distinct modes of coding information. (Author)

ABSTRACT 42562

EC 04 2562 ED N.A.
Publ. Date Jul 72 7p.
Thor, Donald H.
Sex Differences in Extinction of Operant Responding by Educable Retarded and Nonretarded Children.
EDRS not available
American Journal of Mental Deficiency; V77 N1 P100-6 Jul 1972

Descriptors: exceptional child research; educable mentally handicapped; operant conditioning; reinforcement; sex differences; mentally handicapped; behavior change; institutionalized (persons); behavior patterns

Two experiments were conducted to compare the extinction behavior of retarded and nonretarded children following tangible and social reinforcement. Prominent sex differences were observed independent of task, reinforcement, intelligence, or chronological age. Boys responded longer than girls during extinction in all groups. Institutional and noninstitutional retarded boys differed significantly, the noninstitutional boys demonstrating a greater perseveration. The results support the hypothesis of greater success deprivation in the noninstitutional male retarded child. (Author)

ABSTRACT 42718

EC 04 2718 ED N.A
Publ. Date Nov 70 5p.
Collins, Hardin A. and Others
Self-concept of EMR and Nonretarded Adolescents.
EDRS not available
American Journal of Mental Deficiency; V75 N3 P285-9 Nov 1970

Descriptors: exceptional child research; educable mentally handicapped; adolescents; self concept; test interpretation; mentally handicapped

The study compared the self-concept of educable mentally retarded (EMR) adolescents with a control group of nonretarded adolescents attending a public high school. The Tennessee Self-Concept Scale was used as the measurement instrument. It was hypothesized that EMR adolescents would have significantly more negative self-concepts than the nonretarded subjects. Significant differences were found for the variables of self-criticism, identity, social self, family self, and moral-ethical self scales. All differences were in the hypothesized direction. (Author)

ABSTRACT 42724

EC 04 2724 ED N.A.
Publ. Date Nov 70 4p.
Prehm, Herbert J.; Stinnett, Raymond D.

Effects of Learning Method on Learning Stage in Retarded and Nonretarded Adolescents.
EDRS not available
American Journal of Mental Deficiency; V75 N3 P319-22 Nov 1970

Descriptors: exceptional child research; educable mentally handicapped; learning processes; educational methods; performance factors; mentally handicapped; adolescents

The learning performance of 60 educable mentally retarded and 60 intellectually-average adolescent subjects was compared as a function of learning stage using a paired-associate learning task. Twenty subjects within each subject group were randomly assigned to one of three methods of learning: the Equal Amount Learned method (EAL), the Modified Method of Adjusted Learning, and the Method of Adjusted Learning. Analyses of variance indicated that the retarded subjects exhibited a deficit at each stage of learning (response learning and associative stages), and the EAL method prolonged both the response learning stage and the stage of learning wherein the subject consistently pairs correct stimulus and response items. (Author)

ABSTRACT 42732

EC 04 2732 ED N.A.
Publ. Date Nov 70 5p.
Wyne, Marvin D. and Others
Information Processing in Young Mildly Retarded Children.
EDRS not available
American Journal of Mental Deficiency; V75 N3 P371-5 Nov 1970

Descriptors: exceptional child research; educable mentally handicapped; cognitive ability; cognitive processes; mentally handicapped; cognitive measurement

Forty young educable mentally retarded children (20 males, 20 females) were individually administered the Wechsler Intelligence Scale for Children, the Sigel Cognitive Style Test, and the Matching Familiar Figures Test. Analyses of the data revealed that cognitive style and conceptual tempo are viable determinants of the idiosyncratic modes which retarded children utilize in processing information. Significant sex differences in cognitive functioning were found. (Author)

ABSTRACT 50059

EC 05 0059 ED 067 791
Publ. Date (70) 105p.
Vande Garde, Linda Chrisinger, Ed.
Post High School Adjustment of the Educable Mentally Retarded.
Iowa State Dept. of Public Instruction, Des Moines
EDRS mf,hc

Descriptors: exceptional child research; educable mentally handicapped; research reviews (publications); young adults; adjustment (to environment); mentally handicapped; family characteristics; individual characteristics; employment

Research was reviewed to determine factors which influence the adjustment of educable mentally retarded (EMR) persons after high school age. Study of family characteristics (home environment, ethnic differences, marriage) was said to indicate such conclusions as that physical conditions or location of the home have no bearing on the retardate's eventual adjustment and that minority group subjects seem to attain higher vocational and social adjustment than comparable Caucasian retardates. The physical characteristics, social adjustment, school performance, employment (employment percentages, vocational adjustment, job stability, obtaining employment, job classifications, income, employment problems, prediction, post-vocational adjustment), and civic and community adjustment. Conclusions were drawn after the review of research on each factor. Included was a summary of the secondary classes for classes of EMR in Iowa. Data were given from the vocational rehabilitation center in Des Moines, Iowa, concerning selected characteristics of the mild, moderate, and severely retarded clients rehabilitated for the year ending June, 1968. (GW)

ABSTRACT 50100

EC 05 0100 ED 067 809
Publ. Date Jun 72 25p.
Lynch, William W.; Ames, Carole
A Comparison of Teachers' Cognitive Demands in Special EMR and Regular Elementary Classes. Final Report.
Indiana Univ., Bloomington. Center for Innovation In Teaching the Handicapped

Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
OEG-9-242718-4149-032

Descriptors: exceptional child research; educable mentally handicapped; student teacher relationship; interaction process analysis; elementary school students; mentally handicapped; cognitive processes; special classes

The study compared the cognitively oriented teacher pupil interactions observed in a sample of 10 intermediate special classes for educable mentally retarded children with those observed in 10 regular third grade classes in the same schools. Examined were differences between samples in the rate of interaction, cognitive level, and distribution of opportunities among individual pupils, as well as the relationship of the teacher's cognitive demands on individuals to the teacher's evaluative judgment of those pupils. The observation instrument was the Individual Cognitive Demand Schedule by which observers code each instructional interchange between the teacher and an individual pupil. Data showed no significant differences between the special classes and the third grade classes on any cognitive demand indexes. Differences were found in the tendency to differentiate between pupils by level of achievement with the third grade teachers showing a marked tendency to favor those pupils whom they judged to be their better pupils. (GW)

ABSTRACT 50104

EC 05 0104 ED 069 054
Publ. Date Apr 72 202p.
Sitko, Merrill C.; Semmel, Melvyn I.
Organizational Strategies in Free Recall Verbal Learning of Normal and Retarded Children.
Indiana Univ., Bloomington. Center for Innovation In Teaching the Handicapped

Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
OEG-9-242178-4149-032

Descriptors: exceptional child research; educable mentally handicapped; verbal learning; associative learning; retention; mentally handicapped; elementary school students; language ability; males

Three measures of verbal input organization (category clustering, associative clustering, and subjective organization) were employed to compare the performances of 30 normal and 30 educable mentally retarded (EMR) elementary school males of equal chronological age on various free recall learning tasks. Subjects were given 12 successive trials on each of five stimulus lists. Findings indicated that EMR children demonstrated less category clustering and recall than normal boys on the categorized list, and less associative clustering and recall than normal boys on a stimulus list composed of high associative paradigmatic noun pairs. EMR subjects demonstrated significantly less recall than normal boys on a stimulus list composed of, either low associative paradigmatic or low associative syntagmatic word pairs. Investigators focused on M. Semmel's model of the language behavior of EMR children as a guide. Reviewed was the literature on the major psychological theories attempting to explain the organizational processes involved in learning and memory, on category clustering in free recall, on associative clustering in free recall, on subjective organization in free recall, and on clustering studies of children. (Author/GW)

ABSTRACT 50105

EC 05 0105 ED 069 055
Publ. Date Jul 72 135p.
Hillman, Stephen B.
The Effects of Question Type and Position on Four Types of Learning Among Mentally Retarded Children.
Indiana Univ., Bloomington. Center for Innovation In Teaching the Handicapped

Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
OEG-9-242178-4149-032

Descriptors: exceptional child research; educable mentally handicapped; learning

processes; memorizing; inquiry training; mentally handicapped; logical thinking; teaching methods; story telling; time factors (learning)

Examined were the effects of memory and inference questions on learning in 90 educable mentally retarded children (aged 9 to 13 years) who were read a short story, each section of which was preceded or followed by a training question which cued relevant information. Results indicated that those questions which followed the presentation of sections of the story were more effective in increasing short term achievement than were those which preceded the sections of the story, that close temporal proximity between critical information to be learned and the question led to greater learning, and that those subjects who received the same type of training question and criterion question performed better on the delayed relevant criterion tests (after 15 minutes) than did those who had a mixture of question types. No differences were found between groups on the incidental criterion tests. Appendixes included the short story, the criterion tests, and the training questions. (Author/GW)

ABSTRACT 50186

EC 05 0186 ED 069 087
Publ. Date May 72 14p.
Lewis, Richard F.
Vocabulary Level; One Variable Affecting Learning from Audiovisual Media.
EDRS mf,hc
Paper Presented at Joint Annual Conference of CADE, CAFE, CAPE, CCRE, CERA, CIESC, Montreal, Quebec, May 1972.

Descriptors: exceptional child research; educable mentally handicapped; emotionally disturbed; vocabulary; verbal tests; mentally handicapped; sight vocabulary; word recognition; test construction

Vocabulary level of 10 special students was determined and compared to their supposed level of proficiency on the Functional Basic Word List for Special Pupils (Tudyman and Groelle, 1958). Ss were five educable mentally retarded (EMR) students (CA 9-6 to 12-0, IQ 64-77, MA 6-6 to 9-7) and five matched emotionally disturbed students. Word sampling procedures were used in the development of procedures used to measure reading, written, and oral vocabulary levels. If a S knew a group of four words at a certain vocabulary proficiency level, he was advanced to the next level, since knowledge of four random words at a level was found to indicate knowledge of all words at that level. Results indicated that testing procedures develped could be used to determine students' level of vocabulary proficiency. In general, the Ss could read the words that Tudyman and Groelle suggested as expected for them. In addition, Ss knew the meaning of words at levels higher than their expected levels when tested orally. It was determined that the three tests (reading, written, oral vocabulary level) could be condensed into two tests by having Ss read written words aloud on the written test. Significance of student vocabulary level in comprehension of audiovisual material is discussed. (KW)

ABSTRACT 50240

EC 05 0240 ED N.A.
Publ. Date Nov 72 1p.
Carvajal, Antonio L.
Predictors of Four Criteria of Self Concept in Educable Mentally Retarded Adolescents.
EDRS not available
Exceptional Children; V39 N3 P239 Nov 1972

Descriptors: exceptional child research; educable mentally handicapped; self concept; special classes; regular class placement; mentally handicapped

Reported was a study on the effect of integrated and segregated educational settings, respectively, on the self concept of 100 educable mentally retarded adolescents. It was concluded that physical setting was not a significant variable in the development of self concept. (GW)

ABSTRACT 50404

EC 05 0404 ED 071 225
Publ. Date 72 211p.
Ball, Howard G.
Educable Mentally Retarded Students' Perceptions of Teachers' Nonverbal Behavior.
EDRS mf,hc

Descriptors: exceptional child research; educable mentally handicapped; nonverbal communication; socioeconomic influences; perception; mentally handicapped; junior high school students; Caucasian race; Negro youth; lower class; middle class; teachers; racial factors; racial differences

The study assessed the perceptions of 84 educable mentally retarded (EMR) junior high school students (black and white from lower and middle class socioeconomic status) regarding the nonverbal communicative behaviors of teachers. The C.M. Galloway Categories of Teachers' Nonverbal Behaviors were employed to determine how racial characteristics and socioeconomic class status might affect person perceptions. Data indicated that EMR Ss with higher social inferential skills did not view inhibiting (inattentive, unresponsive and disapproving) teacher behaviors any differently than did Ss with lower inferential skills. It was found that race was statistically significant to one dependent variable, enthusiastic support. Black Ss scored higher toward the black teacher-actor while white Ss scored higher on the white teacher-actor's performance. Lower class black and white Ss gave a higher score to the black teacher-actor within the helping category, while middle class black and white Ss rated the white teacher-actor higher. Lower class status blacks were found to be more tolerant to the unresponsive category than middle class blacks. The middle class black EMR Ss were most rejecting of all four groups (black-lower, white-lower, and white-middle) toward unresponsive teachers' nonverbal behavior. (GW)

ABSTRACT 50476

EC 05 0476 ED N.A.
Publ. Date Oct 72 6p.
Whitman, Thomas L. and Others
Development of Interpersonal Language Responses in Two Moderately Retarded Children.
EDRS not available
Mental Retardation; V10 N5 P40-5 Oct 197i

Descriptors: exceptional child research; educable mentally handicapped; behavior change; interpersonal competence; language ability; mentally handicapped; operant conditioning; communication skills; institutionalized (persons); adolescents

Instructional guidance and operant conditioning procedures were used to increase the interpersonal language behavior of two moderately retarded, institutionalized adolescents. The interpersonal and nonsocial language behavior of the two Ss and two other children not involved in training were rated in a free play group situation. In addition to programed changes in the language behavior of the four children, unprogramed changes in the nonverbal social behavior were also recorded in the rating sessions. Results indicated that while both the trained and nontrained Ss showed marked increments in interpersonal language behavior during both training periods and precipitous decrements during the second rating session, no substantial changes in their nonsocial language behavior occurred. Changes in the nonverbal social behavior of three of the children were positively correlated with their interpersonal language behavior. (Author)

ABSTRACT 50487

EC 05 0487 ED N.A.
Publ. Date Sep 72 6p.
Ross, Dorothea M.; Ross, Sheila A.
The Efficacy of Listening Training for Educable Mentally Retarded Children.
EDRS not available
American Journal of Mental Deficiency; V77 N2 P137-42 Sep 1972

Descriptors: exceptional child research; educable mentally handicapped; primary grades; listening skills; games; training techniques; mentally handicapped; peer relationship; reinforcement

Listening skills were taught to 33 primary grade, educable mentally retarded children within the context of small group games to determine whether the children's inability to listen accurately was due in part to a lack of training and relevant language experiences. Procedures used in the 10 week training program included intentional teaching, peer modeling, and tangible, social, and symbolic rewards. Although the post-training total score of the experimental group was below that of an average group of the same chronological age, the experimental group surpassed the average group on one subtest and equalled it

on three subtests. The absence of improvement in the control group was thought to indicate that traditional special class programs effect little improvement in listening skills. (Author/GW)

ABSTRACT 50489

EC 05 0489 ED N.A.
Publ. Date Sep 72 8p.
Miller, Martin B.; Gottlieb, Jay
Projection of Affect After Task Performance by Retarded and Nonretarded Children.
EDRS not available
American Journal of Mental Deficiency; V77 N2 P149-56 Sep 1972

Descriptors: exceptional child research; educable mentally handicapped; affective behavior; task performance; mentally handicapped; childhood; adolescents

After engaging in a two person gamelike task, 24 educable mentally retarded and 24 nonretarded children were shown photographed poses of affective expressions by a child they did not know but who was described as having participated in the same task. Subjects were told that one of the photographs was taken immediately after the task, while the others were taken some time later. They were asked to guess which one was taken after the task, and also, which photo best represented the way they felt after task participation as well as which one represented the way they wished they had felt. Retarded children were found likely to attribute negative feelings (frequently anger) to the other child and positive feelings to themselves, while intellectually average subjects showed opposite response tendencies. Both groups were found likely to wish they felt positively. For retarded subjects, performance in the task was related to attributions of how the other child felt, but not to self-feelings, while the opposite was the case for nonretarded subjects. The results were considered in terms of differential locus of evaluation in children, retarded or not, and briefly discussed in terms of self concept literature. (Author)

ABSTRACT 50498

EC 05 0498 ED N.A.
Publ. Date Sep 72 18p.
Blackman, Leonard S. Burger, Agnes L.
Psychological Factors Related to Early Reading Behavior of EMR and Nonretarded Children.
EDRS not available
American Journal of Mental Deficiency; V77 N2 P212-29 Sep 1972

Descriptors: exceptional child research; educable mentally handicapped; reading readiness; prediction; psychological characteristics; mentally handicapped; bilingual students; memory; perception; reading ability

Seventeen reading readiness variables appraising a variety of perceptual, learning, cognitive, memory, and language abilities were evaluated as predictors of reading achievement for 94 educable mentally retarded (EMR) and 78 nonretarded children. Although all subjects knew English and were able to respond to the tests used in the battery, many of both the mentally retarded and nonretarded children were from a bilingual environment. Factor analysis and stepwise regression analysis were employed. The data implicated memory as a significant process underlying reading. Differences in the memory-supporting perceptual modalities clustering with reading behavior were found for the two sample groups in the factor analysis: the auditory and visual channels were important for the EMR children whereas only the auditory channel seemed pertinent for the nonretarded subjects. The same perceptual differences were not supported by the stepwise regression analysis. (Author)

ABSTRACT 50508

EC 05 0508 ED 071 233
Publ. Date Sep 71 28p.
Turnure, James; Larsen, Sharon
Outerdirectedness in Educable Mentally Retarded Boys and Girls. Research Report #21.
Minnesota Univ., Minneapolis
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
OE-09-332189-4533(032)

Descriptors: exceptional child research; educable mentally handicapped; learning characteristics; attention span; task performance; mentally handicapped; childhood

Forty-two educable mentally retarded children (21 boys, 21 girls) performed an oddity learning task in one of three conditions: experimenter not present, experimenter present and providing relevant cues (RC), and experimenter present and providing irrelevant cues (IC). The experiment was designed to test J. Turnure's outerdirectedness hypothesis which states that nontask orienting behavior by retarded individuals reflects an information seeking strategy rather than vacuous orienting to a salient social stimulus. Data on Ss' learning revealed significant treatment effects only for boys with performance being better in the RC than in the IC condition. Data on glancing behavior confirmed the hypothesis that Ss would generally show greater nontask orienting behavior in the presence of an experimenter. Reversal trials confirmed these findings and also indicated a significant positive correlation between learning and glancing in the RC condition and a significant negative correlation between them in the IC condition. (Author/GW)

ABSTRACT 50523

EC 05 0523 ED 071 248
Publ. Date Sep 71 198p.
Investigation of Systematic Instructional Procedures to Facilitate Academic Achievement in Mentally Retarded Disadvantaged Children.
Washington University, Seattle. Child Development And Health Retardation Center.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
OEG-0-9-572167-4270(032)

Descriptors: exceptional child research; educable mentally handicapped; disadvantaged youth; precision teaching; academic achievement; mentally handicapped; classification; socioeconomic influences; curriculum development; mathematics; reading; reinforcement; programed instruction

Investigators applied the techniques of precision teaching (systematic arrangement of instructional cues, the technology of programed learning, careful management of reinforcement contingencies, and continuous measurement of performance) to improve the academic performance of disadvantaged children who had been labeled mentally retarded. The program also aimed at developing an effective and replicable reading and math program incorporating principles of precision teaching and errorless learning procedures. The project was organized into a 2 year program with experimental and control group classrooms. Analysis of the Wide Range Achievement Test results showed that mean grade gains in reading and math were approximately three times higher for the experimental classes than for the control groups. The experimental classes returned eight of the original 24 students to regular classes, while the control classes returned none out of a possible 24 students. Results were thought to confirm the hypothesis that a high percentage of children from an economically depressed area are labeled mentally retarded for socio-environmental reasons and that such children are capable of acquiring basic skills given a learning environment which maximizes pupil performance. Presentation procedures, academic materials, and evaluation and contingency management procedures were explained in detail. (GW)

ABSTRACT 50551

EC 05 0551 ED N.A.
Publ. Date Apr 72 7p.
Busse, Larry L.; Henderson, Hyrum S.
Effects of Contingency Management Upon Reading Achievement of Junior High Educable Mentally Retarded Students.
EDRS not available
Education and Training of the Mentally Retarded; V7 N2 P67-73 Apr 1972

Descriptors: exceptional child research; educable mentally handicapped; junior high school students; reading ability; behavior change; mentally handicapped; reading

One teacher, without teacher aides or other outside assistance, attempted to increase the reading achievement of 13 junior high school educable mentally retarded students through the systematic use of contingency management techniques. Ss participated in a 50 minute reading session daily throughout the 17 week study. Pre- and posttesting of reading achievement demonstrated a mean of 1.3 years advancement. Seven of the children were subsequently placed in regular reading classes. Followup 1 year later indicated all were achieving suc-

cessfully in the regular pro.:am. (Author)

ABSTRACT 50553

EC 05 0553 ED N.A.
Publ. Date Apr 72 6p.
Dick, Herman F.; Lewis, Mary E.
School Attendance Areas as a Factor in Attitudes of EMR Adolescent Students Toward School and School Related Activities.
EDRS not available
Education and Training of the Mentally Retarded; V7 N2 P82-7 Apr 1972

Descriptors: exceptional child research; educable mentally handicapped; student attitudes; student placement; special classes; mentally handicapped; junior high school students; senior high school students; secondary schools; identification; classification

Attitudes (toward school and school related activities) of 50 educable mentally retarded (EMR) adolescents who attended school outside thier normal attendance areas were compared with attitudes of 37 educable EMR adolescents who attended local schools. A semantic differential was used to measure attitude differences toward school, school friends, neighborhood friends, school activities, physical education, and other classes. The nonlocal group expressed significantly higher attitude scores on five of the six concepts. Responses from male Ss accounted for most of the differences between groups. Attitudes toward school were thought to correlate with willingness to have one's special student status generally known. (Author/GW)

ABSTRACT 50623

EC 05 0623 ED N.A.
Publ. Date Nov 72 8p.
Kraus, J.
Supervised Living in the Community and Residential and Employment Stability of Retarded Male Juveniles.
EDRS not available
American Journal of Mental Deficiency; V77 N3 P283-90 Nov 72

Descriptors: exceptional child research; mentally handicapped; boarding homes; supervision; males; educable mentally handicapped; adolescents; community role; social adjustment; job satisfaction; delinquency

The study was concerned with the relationship of supervision in the community and 11 background variables to social adjustment (measured in terms of residential and employment stability as a function of intra- and extra-personal factors, delinquency, and absconding from supervision) of 74 mentally retarded male juvenile state wards. Using multiple regression analysis, it was found that supervision in the community has a highly significant positive relationship to all measures of adjustment except delinquency. Delinquency was associated with higher IQ. There was also a trend for higher IQ to be associated with residential stability and less frequent absconding. The number of institutional changes experienced by the retarded males prior to community placement was related negatively to their residential stability and acceptability in employment. Length of stay with foster families and age at the time of placement in the community were related positively to their being unsettled in employment; age was also related negatively to the frequency of absconding. There was a positive relationship between the number of foster home changes prior to community placement and unacceptability of the retarded males in paid accommodation. (Author)

ABSTRACT 50624

EC 05 0624 ED N.A.
Publ. Date Nov 72 5p.
Welch, Russell F. Drew, Clifford J.
Reward Anticipation and Performance Expectancy on the Learning Rate of EMR Adolescents.
EDRS not available
American Journal of Mental Deficiency; V77 N3 P291-5 Nov 72

Descriptors: exceptional child research; educable mentally handicapped; adolescents; positive reinforcement; performance factors; mentally handicapped; time factors (learning)

The combined effects of reward anticipation and performance expectancy on the learning rate of noninstitutionalized educable mentally retarded adolescents were investigated. A significant interaction of variables was obtained. Performance was inferior under the reward-failure condition and superior under the no reward-failure condition. (Author)

ABSTRACT 50628

EC 05 0628 ED N.A.
Publ. Date Nov 72 8p.
Domino, George; McGarty, Maureen
Personal and Work Adjustment of Young Retarded Women.
EDRS not available
American Journal of Mental Deficiency; V77 N3 P314-21 Nov 72

Descriptors: exceptional child research; educable mentally handicapped; females; personal adjustment; vocational adjustment; mentally handicapped; young adults

The relationship of personal and work adjustment was investigated in a sample of 35 young adult mentally retarded women working in a sheltered workshop. For each subject, clinical ratings of general adjustment, personality ratings on five Sonoma Check List dimensions (personal adjustment, self-confidence, need achievement, need affiliation, and need endurance), and work adjustment ratings (as measured by the Work Adjustment Rating Form) were obtained. The results support the hypothesis that personal adjustment is positively related to work adjustment. (Author)

ABSTRACT 50630

EC 05 0630 ED N.A.
Publ. Date Nov 72 4p.
Klein, Helen Altman and Others
Color Distractors in Discrimination with Retarded and Nonretarded Children.
EDRS not available
American Journal of Mental Deficiency; V77 N3 P328-31 Nov 72

Descriptors: exceptional child research; educable mentally handicapped; color planning; discrimination learning; mentally handicapped; childhood

Retarded and nonretarded children were given a series of discrimination trials while central and peripheral vasomotor reactions were monitored. The key discrimination dimension was form, but color distractors were included as an extraneous dimension on half the trials. The experiment examined the behavioral and physiological characteristics of discrimination with color distractors. The retarded children made significantly more errors overall than did the nonretarded children. In addition, the color distractors produced a significant performance decrement with the retarded subjects, but only a minimal decrement with the nonretarded children. The physiological measure of orienting did not discriminate significantly between the two groups or between distractor and nondistractor conditions. (Author)

ABSTRACT 50634

EC 05 0634 ED N.A.
Publ. Date Nov 72 6p.
Dangel, Harry L.
Biasing Effect of Pretest Referral Information on WISC Scores of Mentally Retarded Children.
EDRS not available
American Journal of Mental Deficiency; V77 N3 P354-9 Nov 72

Descriptors: exceptional child research; educable mentally handicapped; testing problems; examiners; expectation; mentally handicapped; Wechsler Intelligence Scale for Children

The influence of examiner bias on the Wechsler Intelligence Scale for Children (WISC) scores of 54 mentally retarded children was studied by having three graduate student examiners test subjects under differential referral conditions--positive referral information, neutral referral information, and negative referral information. Testing was conducted under double-blind conditions in the subjects' schools. WISC IQs, subject responses on posttest questionnaires, scoring errors, questioning of subjects, and computational errors did not differ across conditions. (Author)

ABSTRACT 50783

EC 05 0783 ED N.A.
Publ. Date Dec 72 3p.
Chiappone, Anthony D.; Libby, Bruce P.
Visual Problems of the Educable Mentally Retarded.
EDRS not available
Education and Training of the Mentally Retarded; V7 N4 P173-5 Dec 1972

Descriptors: exceptional child research; educable mentally handicapped; visually handicapped; underachievers; visual acuity; multiply handicapped; mentally handicapped; elementary school students

Researched by means of a vision test of 60 normal and 60 educable mentally handicapped (EMH) children of elementary school age was the possibility that previously unidentified sensory disorders may be responsible for the observed underachievement of EMH children. Results indicated that the EMH children had a significantly higher proportion of farsightedness than the normal children. (DB)

ABSTRACT 50785

EC 05 0785 ED N.A.
Publ. Date Dec 72 6p.
McGettigan, James F.
The Development of Number as Logical Constructions.
EDRS not available
Education and Training of the Mentally Retarded; V7 N4 P183-8 Dec 1972

Descriptors: exceptional child research; educable mentally handicapped; number concepts; intellectual development; conservation (concept); mentally handicapped; childhood; kindergarten children; teaching methods

An experimental task to determine the effects of materials and transformations on number concept development was administered to 120 educable mentally handicapped children from 8 to 10 years of age and 60 nonretarded kindergarten children. The older handicapped children and the normal kindergarten children were said to show developmentally analagous number behavior, and recommended for both groups of children was instruction which stresses conservation principles of number. (Author/DB)

ABSTRACT 50802

EC 05 0802 ED N.A.
Publ. Date Feb 73 7p.
Bradfield, Robert H. and Others
The Special Child in the Regular Classroom.
EDRS not available
Exceptional Children; V39 N5 P384-90 Feb 1973

Descriptors: exceptional child research; educable mentally handicapped; regular class placement; academic achievement; changing attitudes; mentally handicapped; social development

Academic progress and development of social skills by educable mentally retarded children who were integrated into regular classrooms were compared with the same factors in controls placed in self-contained classrooms. Three educable mentally retarded children who had previously been placed in special self contained classrooms were integrated with 22 nonhandicapped children in a third grade classroom during the first year of a model program. Three other children were integrated into a fourth grade classroom during the second year of the project. A precision teaching procedure was used with both experimental groups. Control groups of educable mentally retarded and educationally handicapped children in regular classrooms were maintained. Results indicated that the handicapped and nonhandicapped children in the integrated setting improved as much or more than did their controls in academic skills, social behavior, and attitude change. (Author)

ABSTRACT 51115

EC 05 1115 ED N.A.
Publ. Date Spr 73 3p.
Rosenberg, Harry E.
On Teaching the Modification of Employer and Employee Behavior.
Teaching Exceptional Children; V5 N3 P140-2 Spr 73

Descriptors: exceptional child research; mentally handicapped; educable mentally handicapped; physically handicapped; emotionally disturbed; behavior change; operant conditioning; reinforcement; student behavior; negative attitudes; student teacher relationship; employer employee relationship; teacher attitudes; employer attitudes; employer attitudes; interpersonal relationship

Reported was a project in which emotionally disturbed (ED) educable mentally retarded (EMR), and physically handicapped children were taught behavior modification skills to enable them to change their own behavior, and the behavior of teachers, fellow students, coworkers, and employers. During a 2 week pilot project, ED and EMR junior high school students were taught to make eye contact with teachers, to nod in agreement when teachers spoke, and to make reinforcing comments. Results indicated a significant increase in the number of positive statements made by teachers to the students. In the second project phase, ED and EMR students were taught extinction and reinforcement techniques in two 30 minute sessions per week for 9 weeks. Data were found to show that deviant children can change the behavior of normal children, and that hostile physical contact and instances of teasing could be considerably reduced without teacher intervention. Project techniques were then adapted to teach EMR, ED, and physically handicapped students in vocational education programs to develop characteristics of cheerfulness, promptness, job stability, and persistence. It was reported that handicapped students were easier to place as a result of such training. (GW)

ABSTRACT 51235

EC 05 1235 ED 073 583
Publ. Date 73 12p.
Funk, Kerri; Tseng, M. S.
Effects of Classification Exposure upon Numerical Achievement of Educable Mentally Retarded Children.
EDRS mf,hc
Paper Presented to the 1973 Annual Meeting of American Educational Research Association, New Orleans, February 27, 1973

Descriptors: exceptional child research; educable mentally handicapped; classification; mathematics; number concepts; mentally handicapped

Two groups of 32 educable mentally retarded children (ages 7 to 14 years) were compared as to their arithmetic and classification performances attributable to the presence or absence of a 4 1/2 week exposure to classification tasks. The randomized block pretest-posttest design was used. The experimental group and the control group were matched on their arithmetic skills prior to the experiment. It was found that arithmetic post-test scores covaried significantly with arithmetic pre-test scores and classification pre-test scores and that classification post-test scores covaried significantly with age and classification pre-test scores. The experimental group showed significantly higher post-test performances on arithmetic and classification over the control group, indicating that the classification exposure treatment facilitated the acquisition of arithmetic as well as classification skills. (Author)

ABSTRACT 51246

EC 05 1246 ED 073 592
Publ. Date (72) 26p.
Handicapped Children in the Regular Classroom.
Fountain Valley School District, California
EDRS mf,hc

Descriptors: exceptional child research; educable mentally handicapped; learning disabilities; regular class placement; effective teaching; mentally handicapped; resource teachers; individualized instruction; reading; mathematics; academic achievement; self concept

Reported was a project in which 60 educable mentally retarded (EMR) and 30 educationally handicapped (EH) elementary school students were placed in regular classrooms to determine whether they could be effectively educated in those settings. Effective education was defined in terms of improvement in reading, mathematics, student and teacher acceptance, and self-concept. Students were provided with individually prescribed programs based on daily assessment and prescription by a resource teacher, who also worked with regular classroom teachers to coordinate pupils' programs with regular class activities. Regular classroom teachers attempted to help handicapped students feel that they were valuable class members. EMR Ss were reported to have made an average of 9 months growth in reading and 12 months growth in mathematics achievement. It was found that EH students made an average of 11 months growth in reading and 12 months growth in mathematics achievement. Osgood's Semantic Differential Scale showed no differences in teachers' overall percepton of handicapped versus nonhandicapped students. On the Auditory Self Concept Measuring Instrument, 77% of the EMR students and 86% of the EH students were reported to have reached criterion level. When the Stick Figure Test was used to measure self concept, 96% of the EMR and 100% of the EH students were found to have reached criterion levels. (Author/GW)

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